DOCUMENT RESUME

ED 266 623	FL 015 342

AUTHOR	Rivera, Loretta Smith
TITLE	English as a Second Language--Curriculum Guide. Project Partners in Learning. ESEA Title VII.
INSTITUTION	Liberty Union High School District, Brentwood, CA.
PUB DATE	85
NOTE	239p.
AVAILABLE FROM	Project Partners in Learning, Liberty Union High School District, 850 Second Street, Brentwood, CA 94513 ($25.00 single copy, $20.00 quantity).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Adult Education; Annotated Bibliographies; Check Lists; *Classroom Techniques; *Course Content; Curriculum Guides; *Demonstration Programs; Educational Games; *English (Second Language); Grammar; High Schools; *Language Skills; Lesson Plans; Second Language Instruction; Student Characteristics; Vocabulary Development
IDENTIFIERS	Elementary Secondary Education Act Title VII

ABSTRACT

A curriculum guide for a federally-funded demonstration project in English-as-a-second-language instruction for parents and their high school aged children is presented. The purpose of the program is to promote family participation in the school and community. The guide includes the following sections: descriptions of the project and of the adult and high school students' characteristics; brief notes on language teaching methods and content; a description of the classroom organization for both groups; an annotated bibliography of recommended texts and supplemental materials; an annotated list of related published resources; course outlines for the beginning, intermediate, and advanced courses, including performance objectives, experiences and activities, and useful resources; a checklist of proficiencies in each content area for each level; teacher strategies and lesson plans for each level; and notes on procedures for specific types of instruction (vocabulary, grammar, chain drill, and instructional games). (MSE)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED266623

Curriculum Guide

English as a Second Language

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Project Partners In Learning

Cooperadores en el Aprendizaje

E.S.E.A. Title VII DEMONSTRATION PROJECT

FL015342

OCT 28 1985
RECEIVED

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Gonzales

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Liberty Union High School District

Project Partners In Learning
Title VII Project
Liberty Union H. S. District
850 Second Street
Brentwood, CA 94513
415-634-5797

E.S.L. CURRICULUM GUIDE
PROJECT PARTNERS IN LEARNING

ESEA TITLE VII

LIBERTY UNION HIGH SCHOOL DISTRICT

LORETTA SMITH RIVERA

Project Director: Mr. Arthur Gonzales
District Superintendent: Mr. Dean Bettker

© 1985

FL015342

ACKNOWLEDGEMENTS

We wish to acknowledge and thank the following individuals for their advise and support in completing this curriculum guide: Mrs. Marcile Wright, Director of Instruction; Mrs. Virginia Lish, Consultant; Mrs. Barbara Ciapponi, E.S.L. Teacher and the Liberty Union High School District Board of Trustees.

TABLE OF CONTENTS

Page No.

Acknowledgements i

I. Description of Project Partners in Learning 1

II. Description of Students 2
  - A. High School Students 2
  - B. Adult Learners 2

III. Language Teaching Methods and Content 4

IV. Classroom Organization 6
  - A. High School Students 6
  - B. Adult Learners 6

V. Annotated Bibliography of Recommended Texts and Supplemental Materials 8

VI. Annotated Published Resources 12

VII. Description of Course Outlines and Needed Resources 14
  - A. Beginning Level E.S.L. 15
  - B. Intermediate Level E.S.L. 27
  - C. Advanced Level E.S.L. 39

VIII. E.S.L. Inventory/Checklist of Proficiencies 51

IX. Lesson Plans 57
  - A. Teacher Strategies for Beginning E.S.L. 58
  - B. Beginning Level Lesson Plans 71
  - C. Teacher Strategies for Intermediate Level E.S.L. 130
  - D. Intermediate Level Lesson Plans 132
  - E. Teacher Strategies for Advanced Level E.S.L. 202
  - F. Advanced Level - Methodological Description and Examples 206

TABLE OF CONTENTS

Page No.

X. Procedures for Specific Types of Instruction 213

- A. Procedure for Teaching Vocabulary 214
- B. Procedure for Teaching Grammar. 215
- C. Procedure for Chain Drill 216
- D. Instructional Games 217
  - 1. Around the World 217
  - 2. Hot Potato 217
  - 3. Guessing Game 217
  - 4. Simon Says 218
  - 5. Charades 218
  - 6. Bingo 218

I. DESCRIPTION OF PROJECT PARTNERS IN LEARNING

Project Partners in Learning is a demonstration project developed to instruct parents and their high school aged children in the basic skills necessary for participation in the school and community environments and to help them achieve personal success. The project was motivated by a high dropout rate among Spanish speaking secondary students and by a high failure rate on the newly required Proficiency Examination among LEP students who did remain in school long enough to build the credits required for graduation.

The primary aim of the project is to aid parents and students in acquiring language, academic and cultural skills essential to personal success in their respective roles within the family and in their adopted culture. To this end, the project curriculum focuses on basic skills, English language, American culture and, for students, Mexican culture. With these facilities, parents are better able to help their children achieve in school and both parents and students are better able to take advantage of this country's educational, economic and social benefits.

II. DESCRIPTION OF STUDENTS

A. High School Students Each year, about 21 to 32 students at each grade require E.S.L. instruction. Most of these students claim Mexico as their homeland, although a few Asian and Central American students have enrolled in the school as well.

Although these students come to the United States with a wide variety of educational and social experience, most come from ranches in Mexico. They typically have had four to five non-consecutive years of education. Their reading, spelling and study skills are not well grounded in their own language. Transfer of such academic skills as they possess to English is more difficult than it would be among more literate classmates.

Upon arrival at Liberty Union, all such students, regardless of age, are enrolled in the ninth grade program and assigned high school equivalent classes. (The school is not required to accept students over eighteen years.) Students are moved to more appropriate grades when transcripts are received.

The educational task these students face is formidable. All students are required to meet district course and achievement standards before graduation. The LEP student must demonstrate sixth grade proficiency in English reading and writing before being mainstreamed into the regular classes required for graduation. To meet the social challenge that also accompanies high school enrollment, he or she must also master the cultural expectations and social skills of the environment.

B. Adult Learners The adults for whom Project Partners in Learning is designed come to the United States with varied levels of educational experience. The vast majority come from sparsely populated farming communities in Mexico. They have little or no education and, as a consequence, are functionally illiterate. The majority lack basic academic skills and have had almost no exposure to the mainstream culture in this country. Isolated by language and culture, they have had little opportunity for informal education in the history, culture, values and social expectations of their adopted country.

Some adults in this group have had as much as four or five years of public education in their native country. One or two in any group will have attended college. Typically, such adults emmigrated from more urbanized, sophisticated communities and possess more informal knowledge of modern cultures as well.

III. LANGUAGE TEACHING METHODS AND CONTENT

The high school and adult E.S.L. classes use the Natural Approach to language instruction. The Total Physical Response activities at the beginning level provide a period in which the student is a passive learner. This passive stage can be very important for students who are largely unfamiliar with the educational process and think they can never learn English. The approach allows time for orientation and confidence building. The need for building success into the early program cannot be over-emphasized. The great majority of students fear failure and ridicule above all else. For high school students inevitably thrust into classes given in English, having one class where they can succeed and not be overwhelmed by a language barrier is essential.

The emphasis of the E.S.L. class is on survival; being able to communicate in the environment. Aside from basic survival vocabulary and structures, students need to know important customs and be familiar with some major elements of American history and institutions as well as knowing about usual community resources. Information on these topics is woven into the E.S.L. content to provide secondary motivation and to make maximum use of instructional time.

While vocabulary must be taught in the context of grammatical structures that are logically sequenced for ease of learning, the structures themselves are not emphasized at the beginning levels. Rather, a minimum number of structures are introduced as rote patterns governing specific cognitive events.

Although a certain amount of testing is inevitable, it too is de-emphasized. Students practice test taking as part of the regular instructional sequence. They are always told that their scores do not affect their standing in the class. Students are made aware that existing standardized tests compare students to English speakers which is not appropriate. Beginners' scores are very low since much that is on the test is totally unfamiliar. The only fair testing method is one in which only class content is assessed.

Beginners need a period of passive learning, with much use of real objects and demonstrable actions. As they progress, students are moved to more active learning patterns where constructed student response is expected. At the same time, the variety and number of prompts are reduced. Where instructions in Spanish are used frequently with beginners, English instructions are used exclusively at the advanced levels. Similarly, the length of unprompted sentences and explanations increase with increased student sophistication. Reading and writing which are heavily emphasized with advanced groups follow the same pattern of gradual increments in independence. E.S.L. at the advanced level becomes review and the opportunity to practice more advanced structures. It is a time to acquire additional vocabulary; a never-ending pursuit in any language.

The instructors in Project Partners in Learning chose the texts and supplemental materials found in the annotated bibliography (pages 8 to 11) to meet the special needs of parents and students at Liberty Union High School. But no text or single list meets all the needs of an instructional group. In practice, the deficiencies in this list were met through teacher made materials.

IV. CLASSROOM ORGANIZATION

The classroom organization described here is offered as a suggestion. It is recognized that the availability of funds for instructional aides varies greatly from school to school as does the number of available teachers and the size of the student group. Other organizations will be more appropriate as local resources vary.

A. High School Learners At Liberty Union, the high school E.S.L. class meets daily for fifty minutes. The class is divided into three groups (Beginning, Intermediate, and Advanced) based on the results of Language Assessment Scales (L.A.S.) testing. The teacher plans for all groups and presents the lesson for each group in turn. There are two instructional aides who do guided practice with the groups not working with the teacher at any moment.

Each group goes to an assigned corner of the classroom after roll is taken. The teacher presents the appropriate lesson to each group; first to the beginning group, then to the intermediate group and finally to the advanced group. After each lesson is presented, the teacher circulates to supervise the guided and independent practice. The teacher then meets with the aides during the last two to three minutes of class for feedback and consultation while students return chairs and books to their regular places.

B. Adult Learners Adult learners meet twice a week in the evening for one and three-quarter hours of instruction each session. The class is also divided into three groups of Beginning, Intermediate and Advanced students. Instruction occurs as detailed in the following chart.

Beginning	
T.P.R.	
Before Book One*	20 sessions
E.S.L. (1 - 20)*	80 sessions

Intermediate

E.S.L. (21 - 40)*	80 sessions
S.O.S. (1 - 10)*	20 sessions

Advanced

S.O.S. (11 - 14)*	10 sessions
Int. E.S.L. (1 - 30)*	90 sessions
Reading and Writing	100 sessions

	BEGINNING	INTERMEDIATE	ADVANCED
7:00-7:20	T.P.R. (T)	E.S.L. Reading (A)	Math (A)
7:20-7:40	E.S.L. Speaking (T)	E.S.L. Writing (A)	Reading (A)
7:40-8:00	E.S.L. Practice (A)	E.S.L. Speaking (T)	Writing (A)
8:00-8:15	BREAK	BREAK	BREAK
8:15-8:40	E.S.L. Writing (A)	E.S.L. Practice (A)	S.O.S. (T)
8:40-9:00	Math (A)	Math (A)	Int. E.S.L.

T = Teacher

A = Aide

E.S.L. = 1:25
Math = :20

E.S.L. = 1:25
Math = :20

E.S.L. = :45
R & W = :40
Math = :20

3 day classes = 1 night session

*See Annotated Bibliography for details

V. ANNOTATED BIBLIOGRAPHY OF RECOMMENDED TEXT AND SUPPLEMENTAL MATERIALS

A. High School - All levels

- Defense Language Institute, American Language Course, Volumes 500, 600, 1100, 1200, 1300 and 1400. Lackland Air Force Base, Texas, 1976.

  Volume 500: Simple dialogues, vocabulary and grammatical exercises, multiple-choice picture identification quizzes in each chapter.

  Volume 600: Dialogues, vocabulary and grammatical exercises, short paragraphs with comprehension exercises, multiple-choice picture identification quizzes in each chapter.

  Volumes 1100-1400: Grammatical structures explained in detail; some dialogues and written exercises.

B. Adults

Beginning E.S.L.

Text:

- John R. Boyd and Mary Ann Boyd, Before Book One: Listening Activities for Prebeginning Students of English. New York: Regents Publishing Co., 1982.

  A very useful text for functionally illiterate learners of English and older adults who need an orientation period to get accustomed to educational procedures. It uses a multiple choice format for recognition of vocabulary which is taught with appropriate simple grammatical structure.

- Elizabeth Romjin and Contee Seely, Live Action English for Foreign Students. Hayward: The Alemany Press, 1979.

- Sadae Iwataki, Project Director, E.S.L.: A New Approach for the 21st Century. Volume I, Lessons 1-20. Student Worksheets. Arlington Heights, Ill.: Delta Systems Co., Inc., 1975.

  An excellent text which, in combination with the teacher's guide and visuals, provides very complete direction for E.S.L. instruction. The teacher's guide contains step-by-step instructions on how to present the lesson, explanations of equivalent structures in other languages that may cause interference, as well as cultural customs affecting language, and ideas on activities to reinforce learning. The focus of the text is on survival within easy grammatical, but indispensable, structures, and the visuals can easily be used for Total Physical Response activities. Volume 1 deals only with the present tense.

Supplemental:

- E. C. Parnwell, Oxford Picture Dictionary of American English, Spanish-English edition. New York: Oxford University Press, 1978.

  A very useful dictionary for students to learn words by their function in groups, such as the furniture in the bedroom, or clothing for men, women, boys and girls. Tapes are available, but there are eighteen lessons on each side of a tape, making it difficult to find a particular lesson.

- Jill Wagner Schimpff, Oxford Picture Dictionary of American English Workbook. New York: Oxford University Press, 1981.

  The exercises to apply the vocabulary learned in the dictionary are graded into three levels by stars. The ones with one star can be done by beginning level learners, two by intermediate learners, and three by advanced learners. Most of the exercises are fun and instructional.

- Autumn Kiltner/Leann Howard/Frances Lee, English for Adult Competency, Book I. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981.

  Survival-oriented, there are many dialogues, exercises, and good pictures in this workbook.

Intermediate E.S.L.

Texts:

- Sadae Iwataki, Project Director, E.S.L.: A New Approach for the 21st Century, Volume 2, Lessons 21-40. Arlington Heights, Ill.: Delta Systems Co., Inc., 1975.

See Beginning E.S.L. Annotation. Volume 2 deals with the past tense.

- Daniel B. Freeman, Speaking of Survival (S.O.S.). New York: Oxford University Press, 1982.

  A text which teaches more advanced survival vocabulary within simple grammatical structures and stresses independent discussion and role play.

Supplemental:

- Autumn Keltner/Gretchen Betterlin, English for Adult Competency, Book II.

  See Beginning E.S.L., English for Adult Competency, Book I. Within the same content areas, more difficult grammatical structures and more involved vocabulary are taught in Book II.

Advanced E.S.L.

Texts:

- Daniel B. Freeman, Speaking of Survival (S.O.S.). New York: Oxford University Press, 1982.

  See same book under Intermediate E.S.L..

- Sadae Iwataki, Project Director, English as a Second Language: Intermediate English. Arlington Heights, Ill.: Delta Systems Co., Inc., 1975.

  This is a big jump from the two volumes of ESL for Beginners. This text is stated as Intermediate level. The book actually requires the independence level of the advanced students to benefit fully from the discussions that are meant to take place, and a good reading ability is a prerequisite.

Supplemental:

- David Krulik/Barbara Zaffran, Everyday English, Books 1-4. Skokie, Ill.: National Textbook Co., 1980.

  Many fun activities to reinforce vocabulary, such as word jumbles and puzzles, and can be done independently as homework. However, the teacher must provide the answers if the students can't guess them.

- John Duminich, Picture It!. New York: Regents Publishing Co., Inc., 1981.

Texts for Reading:

- Robert R. Potter, Stories of Surprise and Wonder. New York: Globe Publishers, Inc.

  A high interest story book with less than an eighth grade reading level.

- Robert J. Dixson, Elementary Reader in English, Easy Reading Selections in English and Modern Short Stories in English. New York: Regents Publishing Co., Inc., 1983.

  This book presumes a high reading ability in native language, and is oriented toward grammatical structure levels from beginners to advanced. The Elementary Reader in English is much too difficult for the typical adult school E.S.L. learner until the advanced level.

- Jo M. Stanchfield/Harvey R. Granite, Paces, Level 2. Palo Alto: Houghton Mifflin Co., 1979.

  A book especially geared for high school at an eighth grade reading level. It also has many short readings of interest to adults.

- Fearon Education, Fastback Mystery and Fastback Romance series. Belmont: Fearon Publishers, Inc., 1984.

  At a fourth - fifth grade reading level, these paperback books are high interest/low level readers of great use in the advanced E.S.L. classroom to develop reading for independence.

VI. ANNOTATED PUBLISHED RESOURCES

- Teacher's manuals for D.L.I.'s American Language Course, Delta Systems' E.S.L., and Regents Before Book One are very helpful to the teacher.

Also, to understand and implement the Natural Approach:

- James T. Asher, Learning Another Language through Action. Sky Oaks Production, 1983.

- Steven Krashen, Principles and Practice in Second Language Acquisition. Hayward: The Alemany Press, 1982.

- Steven Krashen and T. D. Terrill, The Natural Approach: Language Acquisition in the Classroom. Hayward: The Alemany Press, 1983.

- Contee Seely, How to Use TPR. Hayward: The Alemany Press, 1984.

- Berty Segal, Teaching English Through Action. Brea: Bertha Segal.

- Donald Anderson/Clarence Stone/Ardoa Burton, New Practice Readers, Books A-E. McGraw-Hill Book Co., 1978.

  Short narratives, preceded by vocabulary exercises followed by comprehension exercises.

- Falstein, Mark and Bonstell, Jack, Mini Mysteries. Educational Insights, 1979. Spirit Masters.

  Classic mystery/horror stories in comic book form. Students must fill in at least one character's speech on each page.

- Hurwood, Bernhardt and Claro, Joseph, Chillers and Thrillers, Scope, Scholastic Book Services, 1974. Spirit Masters.

  Low-level high interest stories of mystery and intrigue.

- Hatch, Judith and Heller, Victorian, Reading Skill Builder, Reader's Digest Educational Division, 1977.

  Real-life stories, followed by vocabulary, comprehension and grammatical exercises.

- Various Authors, Reader's Digest, Large-Type Edition, 1982-83.

  Exactly the same as the regular edition of Reader's Digest - stories, jokes, vocabulary quiz - except in large type.

- Garder, Lewis, Scope English Program's Reading Anthology, Level One, Scholastic Book Services, 1979.

  Simplified versions of such classic works as those by O. Henry and Langston Hughes. Each story has comprehension and vocabulary exercises.

- Mosenfelder, Donn and Kaplan, Ellen, Life Skills Writing. Educational Design, Inc., 1981.

  Simple, step-by-step instructions on writing formal letters, informal letters, essays, etc. in workbook form.

VII. DESCRIPTION OF COURSE OUTLINES AND NEEDED RESOURCES

A. BEGINNING LEVEL E.S.L.

LIBERTY UNION HIGH SCHOOL DISTRICT
ENGLISH AS A SECOND LANGUAGE (E.S.L.)

GRADE LEVEL AND/OR COURSE TITLE

Beginning E.S.L. - High School and Adult

COURSE LENGTH

One year (Adults - one semester)

PREREQUISITE

None

CREDIT

10 units (Adults - N/A)

GRADUATION REQUIREMENT

English credit (Adults - N/A)

PROFICIENCY TEST REQUIREMENT

None (Adults - N/A)

COURSE GOALS:

- Students will develop a basic vocabulary essential to survival in the school, home and community.

- Students will learn about the customs, history and institutions of the United States as part of vocabulary extension.

- Students will learn to use the present tense of the verb TO BE, the simple present and the present progressive of essential verbs, and other grammatical structures also essential to survival, and be able to ask and answer questions, both affirmatively and negatively, and understand commands.

- The students will learn the skills of form filling and test taking.

- The students will learn tc verbalize their needs and wants through simple one sentence questions, answers, statements and commands.

COURSE DESCRIPTION:

The Beginning E.S.L. curriculum is designed for students who have little or no knowledge of the language, the culture, or the basic educational skills necessary for success in the school environment. There is an orientation period provided for the students to become aware of their surroundings and the required behaviors essential to learning. Emphasis is put on the development of a survival vocabulary needed to function in the school, home and community within certain grammatical structures that are sequenced for ease in acquisition. The students will listen and repeat for pronunciation; ask and answer questions and practice dialogues for listening comprehension, oral communication and interaction; read for word recognition; and copy words and parts of sentences for practice in writing, generally following the Natural Approach to language acquisition.

COURSE OUTLINE - Beginning E.S.L.

1.0 Orientation

- 1.1 General school orientation
- 1.2 Personal information
- 1.3 Greetings and leave-takings
- 1.4 Identify classroom objects
- 1.5 Multiple-choice test format
- 1.6 Vocabulary recognition

2.0 Vocabulary Development (2.0 & 3.0 followed simultaneously)

- 2.1 Directions and commands
  - a) Simple commands
  - b) Following directions

- 2.2 Personal information
  - a) Personal identification
  - b) Describing others by name
  - c) Common occupations/professions
  - d) Family relationship names
  - e) Use of possessive with proper nouns
  - f) Use of possessive adjectives

2.3 Conversational beginnings
  a) Greetings and leave-takings
  b) Courtesy statements
  c) How are you?

2.4 The world around us
  a) Telling time
  b) Weather and seasons
  c) Day, date, month

2.5 Clothing
  a) Articles of clothing
  b) Response to questions
  c) Recognize fabric and designs

2.6 Immediate surroundings
  a) Classroom objects
  b) Campus/school setting
  c) Community locations and agencies
  d) Use of demonstratives

2.7 Housing
  a) Types of housing
  b) Rooms of a house
  c) Furniture
  d) Description

2.8 Food and money
  a) Food items
  b) Table setting
  c) Ordering food
  d) Money
  e) How much/many

2.9 Body parts and illness
  a) Body parts
  b) Common ailments
  c) Left-right distinction

2.10 Activities
  a) In the school setting
  b) In the home
  c) In the community

3.0 Grammatical structure (2.0 & 3.0 followed simultaneously)

3.1 Statements with TO BE in present

3.2 Yes/no and information questions with TO BE

3.3 Long and short, affirmative and negative answers with TO BE

3.4 Compound sentences with TO BE

3.5 Demonstratives with TO BE

3.6 Possessive Adjectives with TO BE

3.7 's possessive with TO BE

3.8 Commands

3.9 Statements using Simple Present

3.10 Yes/no questions using Simple Present

3.11 Long and short, affirmative and negative answers using the Simple Present

3.12 Compound sentences using Simple Present

3.13 Statements using Present Progressive

3.14 Yes/no and information questions using the Present Progressive

3.15 Long and short, affirmative and negative answers using the Present Progressive

3.16 Compound sentences using the Present Progressive

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 1.0 Orientation 1.1 The students will be able to function correctly in the school setting (i.e., find classrooms, offices, lunch hours, Partners in Learning goals/requirements). 1.2 The student will be able to provide personal information when asked (orally and written). 1.3 The student will be able to say the correct greeting or leave-taking appropriate to the time of day. 1.4 The student will be able to correctly identify classroom objects. 1.5 The student will be able to complete multiple-choice test format correctly. 1.6 The student will be able to complete with 90% accuracy the exercises on vocabulary recognition. 1.7 The student will be able to follow written or oral directions to print or write long-hand.	Diagnosis, screening and placement in the following order: 1) S.O.L.O.M. 2) C.T.B.S. 3) L.A.S. Total Physical Response Activities: - Modeling by teacher/peers - Following commands - Identification of objects by pointing and eventually by saying one word using realia and visuals - Realia or visuals for repetition and pronunciation drills, question and answer drills, chain drills - Games, completion type worksheets, personal I.D. forms - Buddy system: Experienced students help inexperienced ones	Texts: - D.L.I.'s American Language Course, Vol. 500 - Before Book One - Live Action English Supplemental: - Oxford Picture Dictionary and workbook - Teacher-made materials, forms, visuals, realia - Local High School Forms Teacher Reference: - Teacher's manuals for texts - James Asher's Total Physical Response - Steven Krashen's Principles and Practice in Second Language Acquisition - Steven Krashen and T. D. Terrell's The Natural Approach: Language Acquisition in the Classroom - Scholastic Services' Bank Street Writer for the Apple IIe computer	Teacher observation - Multiple-choice - Informal survey/checklist

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 2.0 Vocabulary Development Using the verb TO BE, the student will correctly: 2.1 Use the COMMAND FORM respond to DIRECTIONS & COMMANDS: a) simple commands used for directions in the classroom; b) following simple directions. 2.2 Give personal information by saying, reading and writing: a) personal identification (both formally and informally); b) describing others by name; c) common occupations/professions; d) family relationship names; e) use of 's possessive with proper nouns. 2.3 Express conversational beginnings by saying, reading and writing: a) greetings and leave-takings; b) courtesy statements; c) "how are you?" 2.4 Say, read and write about the WORLD AROUND US by: a) telling time; b) describing the weather and seasons;	Total Physical Response Activities - Modeling by teacher/peers - Following commands - Identification of objects by pointing, and eventually by saying one word using realia and visuals - Listening comprehension - Repetition of modeled words, phrases and sentences - Answering questions - Listening to dialogues - Multiple choice exercises - Oral communication - Asking and answering questions - Practicing dialogues - Interaction activities - Asking and answering questions (reading and speaking) - Practicing dialogues (reading and speaking)	Texts: - D.L.I.'s American Language Course, Vol. 500 - Delta Systems' E.S.L. Vol. 1, Lessons 1-20 with visuals - Live Action English Supplemental: - Oxford Picture Dictionary and workbook - English for Adult Competency, Book 1 Teacher Reference: - Teacher's manuals for text - James Asher's Total Physical Response - Steven Krashen's Principles and Practice in Second Language Acquisition - Steven Krashen and T. D. Terrell's The Natural Approach: Language Acquisition in the Classroom	- Chapter tests - Teacher observation of class participation - Informal inventory and/or checklist - Pre/Post achievement tests - Survey/Placement assessments

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
c) giving the day, date and month. 2.5 Verbally identify clothing, such as: a) articles of clothing; b) respond to question "What are you (is he/she) wearing?"; c) recognize fabric and design and colors. 2.6 Using the verb TO BE and/or LIKE, WANT, HAVE - say, read and write about our IMMEDIATE SURROUNDINGS: a) common classroom objects; b) campus/school setting; c) community locations & agencies; d) use of demonstrative (this, that, these, those). 2.7 Say, read and write about HOUSING: a) types of housing (incl. igloo, teepee); b) rooms of a house; c) furniture; d) description; e) "How much is the rent?". 2.8 Say, read and write about FOOD and MONEY: a) food items; b) table settings; c) ordering food at a cafeteria, coffee truck or fast food place;	Reading - Questions and answers - Dialogues - Substitution drills Writing - Fill-ins of questions and answers - Filling out form - Multiple choice exercise answers - Games - Spontaneous reinforcement games - Competition word games ("Around the World") - Following direction games - "Hot Potato" word and grammatical structure games - Crossword puzzles - Word match - Game board (oral or reading)	- Scholastic Services' Bank Street Writer for the Apple IIe computer	

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
d) money; e) "how much/many?". 2.9 Say, read and write about BODY PARTS and ILLNESS: a) body parts; b) common ailments; c) left-right distinction. 2.10 Using the Present Progressive verb TO BE, the Simple Present DO, GO, say, read and write about activities: a) common activities in the school setting; b) in the home; c) in the community, including transportation.	Teacher-made materials - Transparencies - Worksheets - Realia for vocabulary - Visuals for vocabulary		

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Grammatical Structure

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 3.0 Grammatical Structure The student will correctly: 3.1 Make statements using the verb TO BE in the Present tense. 3.2 Ask yes/no and information questions using WHO, WHAT and WHERE and recognize and be able to answer the above plus HOW, WHEN WHICH, WHOSE and WHY with TO BE in the Present tense. 3.3 Answer questions using long and short affirmative and negative answers with the Present tense of the verb TO BE. 3.4 Answer questions that use AND, BUT, and OR, and be able to form answers with AND, using the present of TO BE. 3.5 Ask and answer questions with the demonstratives THIS, THAT, THESE and THOSE and the present of TO BE. 3.6 Ask and answer questions using the singular possessive adjectives and recognize the plural ones with the verb TO BE in the present.	Total Physical Response Activities, such as modeling on-going activities to demonstrate the Present Progressive - Listening comprehension, such as listening to dialogues about ongoing activities - Oral communication, such as asking and answering questions about a dialogue - Interaction, such as asking and answering personal identification questions	Texts: - D.L.I.'s American Language Course, Vol. 500 - Delta Systems' E.S.L. Vol. 1, Lessons 1-20 with visuals Supplemental: - Oxford Picture Dictionary and workbook - English for Adult Competency, Book 1 Teacher Reference: - James Asher's Total Physical Response - Steven Krashen's Principles and Practice in Second Language Acquisition - Steven Krashen and T. D. Terrell's The Natural Approach: Language Acquisition in the Classroom	- Chapter tests - Teacher observation of class participation - Informal inventory and/or checklist - Pre/Post achievement tests - Survey/Placement assessments

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Grammatical Structure

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
3.7 Ask and answer questions using the 's possessive with proper nouns and the present of the verb TO BE. 3.8 Use the command form and recognize common commands. 3.9 Make statements using the Simple Present tense of the verbs LIKE, WANT, HAVE, DO and GO in all persons. 3.10 Ask yes/no questions in the Simple Present. 3.11 Answer with long and short affirmative and negative answers using the Simple Present. 3.12 Answer questions using AND, BUT and OR and form answers using AND with the Simple Present. 3.13 Make statements using the Present Progressive tense of common verbs denoting actions around the school, home or community in all persons. 3.14 Ask yes/no and information questions in the Present Progressive. 3.15 Answer with long and short, affirmative and negative answers using the Present Progressive.	Reading - Writing, such as completing parts of questions or answers Games - Games, such as "Hot Potato" to reinforce the structure of negative statements and identification of an occupation Teacher-made materials - Teacher-made materials, such as visuals used to reinforce the structure of demonstrative statements	- Scholastic Services' Bank Street Writer for the Apple IIe computer	

CURRICULUM: Beginning E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Grammatical Structure

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
3.16 Answer questions using AND, BUT and OR and be able to form statements using AND in the Present Progressive.			

B. INTERMEDIATE LEVEL E.S.L.

LIBERTY UNION HIGH SCHOOL DISTRICT
ENGLISH AS A SECOND LANGUAGE (E.S.L.)

GRADE LEVEL AND/OR COURSE TITLE

Intermediate E.S.L. - High School and Adult

COURSE LENGTH

One year (Adults - one semester)

PREREQUISITE

Beginning E.S.L. or placement by test (S.O.L.O.M. and C.T.B.S. (Spanish), L.A.S.)

CREDIT

10 units (Adults N/A)

GRADUATION REQUIREMENT

English credit (Adults N/A)

PROFICIENCY TEST REQUIREMENT

None (Adults N/A)

COURSE GOALS:

- Students will further develop their basic vocabulary and use of grammatical structures necessary for survival in the school, home and community.

- Students will learn to use the Present Progressive of go as the Future; the Simple Present in information questions; the Simple Past, including the most common irregular forms; the Past Progressive; and other grammatical structures essential to survival, including asking and answering questions, both affirmatively and negatively.

- Students will read for vocabulary extension, and development of school survival skills.

- Students will learn about the customs, history, and institutions of the United States as part of vocabulary extension.

- Students will be taught test taking strategies.

- Students will continue to verbalize their needs and wants, but to a greater degree of independence, generally being able to explain themselves in 2-3 sentences, without prompting or relying on translators.

COURSE DESCRIPTION:

The Intermediate E.S.L. curriculum is designed for students who have acquired the minimum vocabulary necessary for survival in the school, home and community, and are fairly well informed about the culture and institutions of the United States. Emphasis is on the extension of a survival vocabulary, but using more advanced grammatical structures than Beginning E.S.L. The Natural Approach will be used. The students will listen and repeat for pronunciation, ask and answer questions and practice dialogues for listening comprehension, oral communication and interaction. Opportunity is given for dialogue extension and short discussion. The students will begin to read for information and vocabulary extension, and write for spelling practice and word memorization. They will also write simple letters and complete long information forms.

COURSE OUTLINE - Intermediate E.S.L.

1.0 Vocabulary Development

1.1 Telephone

a) General telephone etiquette
b) Wrong numbers
c) Telephone information

1.2 Work and Entertainment

a) Leisure time
b) Work
c) Play

1.3 Travel and Transportation

a) Airplane and bus schedule
b) Types of transportation

1.4 Weather and Environment

a) Weather (description)
b) Environment (nouns)

1.5 Illness and feelings

a) Physical feelings
b) Emotional feelings
c) Absence excuses

1.6 Meals and snacks

- a) Types of meals
- b) Meals while traveling

1.7 Cars

- a) Types of cars
- b) Buy-trade cars
- c) Car problems
- d) Road signs

1.8 Occupations and Duties

- a) Review (Beginning E.S.L. lesson)
- b) Résumés, applications
- c) Want ads
- d) Mock job interviews

1.9 Health

- a) Doctor's office
- b) Dentist's office
- c) Emergency room

1.10 Housing

- a) House/apartment want ads
- b) Parts of house/apartment
- c) Sections of buildings

1.11 Emergency services

- a) Police, fire, ambulance
- b) Helping a victim

1.12 Banking

- a) Checking/savings account
- b) Bank statements

1.13 Consumer skills

- a) Describe/exchange clothing
- b) Gifts/sale items
- c) Beauty shop/men's facial hairstyles
- d) Appliance/home repair
- e) Buying on credit
- f) Shoes - size, fit
- g) Utilities
- h) Change/replace (address/ID)

1.14 Letters

  a) Formal
  b) Informal

1.15 Dictation and spelling

1.16 Dictionary

1.17 Reading

2.0 Grammatical Structure

2.1 Statements and questions using the Simple Present

2.2 Information questions using the Simple Present

2.3 Adverbs of frequency using the Simple Present

2.4 Two-part verbs using the Simple Present

2.5 Two-word verbs using the Simple Present

2.6 I think + clause using the Simple Present

2.7 Possessive _'s_ using the Simple Present

2.8 Can, Can't, cannot

2.9 "Going to" as the Future of Intention

2.10 Questions and answers in the Past Progressive

2.11 Statements with regular Simple Past verbs

2.12 Yes/no questions with regular Simple Past verbs

2.13 Short answers with regular Simple Past verbs

2.14 Information questions with regular Simple Past verbs

2.15 Long answers with regular Simple Past verbs

2.16 Questions and answers with Irregular Simple Past verbs

2.17 Statements and questions using indefinites

2.18 Would, should

2.19 Must

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 1.0 Vocabulary Development The student will correctly: 1.1 Use the telephone: a) respond to conventional greetings, leave-takings and questions (i.e. Is Maria here?); b) handle a wrong number; c) get numbers from information. 1.2 Say, read and write about work and Entertainment: a) leisure time activities; b) work schedule; c) play. 1.3 Say, read and write about travel and transportation: a) airplane and bus schedule; b) names of types of transportation (i.e. jet, helicopter). 1.4 Say, read and write about weather and environment: a) weather descriptions; b) nouns about world (i.e. mountains, river, moon).	Total Physical Response Listening Comprehension - Vocabulary - Dialogues - Question and answer - T.V. or radio, such as newscasts Oral Communication - Dialogues - Question and answer drills Interaction - Question and answer drills - Reading exercises - Role plays - Discussions Reading - Question and answer - Information (i.e. want ads) - Comprehension of reading (i.e. what, why questions) Writing - Vocabulary words - Information questions - Comprehension questions - Forms, such as application forms (for job, credit)	Texts: - D.L.I.'s *American Language Course*, Vol. 600, 1100 - Delta Systems' *E.S.L.*, Vol. II Lessons 21-40 with visuals - Oxford Univ. Press' *S.O.S.* Supplemental - Oxford Picture Dictionary and workbook - *English for Adult Competency*, Book II - Anderson/Stone/Burton's *New Practice Readers*, Books A-C - Butterworth/Stockdale's *Jim Hunter Books* Teacher Reference - Teacher's manuals for texts	- Teacher observation of class participation - Chapter tests - Multiple-choice exercises - Informal inventory/checklist - Pre/Post achievement tests - Survey/Placement assessments

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
1.5 Say, read and write about illness and feelings: a) common physical feeling (i.e. hot, cold); b) common emotional feelings (i.e. happy, sad); c) write note for absence or off-campus pass - review illnesses, doctor, dentist. 1.6 Say, read and write about meals and snacks: a) different types of meals; b) meals while traveling. 1.7 Say, read and write about cars: a) types of cars; b) buy and trade cars; c) common car problems; d) common road signs. 1.8 Say, read and write about occupations: a) review occupations and duties learned previously, learn new ones; b) write résumés, fill out applications; c) read job descriptions from want ads; d) participate in mock job interview.	- Letters for purpose (note excusing absence, complaint letter) - Friendly letters - Take dictation - Use of dictionaries Games - Teacher/student made board games that reinforce vocabulary	- James Asher's Total Physical Response - Steven Krashen's Principles and Practice in Second Language Acquisition - Steven Krashen and T. D. Terrell's The Natural Approach: Language Acquisition in the classroom - Scholastic Services' Bank Street Writer for the Apple II computer - BART Schedule	

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
1.9 Say, read and write about health: a) what to say at the doctor's office; b) what to say at the dentist's office; c) what to say in the emergency room.			
1.10 Say, read and write about housing: a) look for apartment/house in want ads; b) review parts of house/apartment; c) locate section of a building.			
1.11 Say, read and write about emergency services: a) call police, fire, ambulance; b) help a victim of an accident.			
1.12 Say, read and write about Banking: a) open a checking/savings account; b) read a bank statement.			
1.13 Say, read and write Consumer skills: a) describe, exchange clothing;			

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Survival Skills

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
b) buy gifts/sale items; c) beauty shop/men's facial hair styles; d) appliance/home repair; e) buy furniture/appliances on credit; f) shoe sizes, fit and comfort; g) household utilities; h) change of address/replacing lost I.D.			
1.14 Read and write letters: a) formal-business or purpose; b) informal-friendly or personal.			
1.15 The students will be able to take simple dictation and spelling tests.			
1.16 The students will be able to use the dictionary to find the meaning of words.			
1.17 The students will correctly be able to complete a reading lesson (vocabulary, reading, questions) independently.			

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Grammatical Structure

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 2.0 Grammatical Structure The student will correctly say, read and write: 2.1 Statements and questions using the Simple Present for repetitive actions. 2.2 Information questions in the Simple Present using WHAT, WHERE, and WHY. 2.3 Questions and answers in the Simple Present using adverbs of frequency. 2.4 Questions and answers in the Simple Present using two-part verbs, such as: like to, need to, want to, go to. 2.5 Questions and answers in the Simple Present using two word verbs, such as: get up, get off, look up, look over, turn in, turn down. 2.6 Statements in the Simple Present using the construction "I think" followed by a clause. 2.7 Statements in the Simple Present using the possessive 's with last names that end with an s or z.	Total Physical Response - Modeling actions in the past tense - Listening Comprehension - Vocabulary - Dialogues - Questions-answers - T.V. or radio, such as newscasts Oral Communication - Dialogues - Question-answer drills Interaction - Question-answer drills - Reading exercises - Role plays - Discussions Reading - Questions-answers - Information, such as want ads (i.e. abbreviations) - Comprehension of reading, such as rephrasing information Writing - Words	Texts: - D.L.I.'s American Language Course, Vol. 600, 1100 - Delta System's E.S.L., Vol. II, Lessons 21-40 with visuals Supplemental - Oxford Picture Dictionary and workbook - English for Adult Competency, Vol. II Teacher Reference - Teacher's manual for texts - James Asher's Total Physical Response - Steven Krashen's Principles and Practice in Second Language Acquisition - Steven Krashen and T. D. Terrell's The Natural Approach: Language Acquisition in the Classroom	- Teacher observation of class participation - Chapter tests - Multiple-choice exercises - Informal inventory/checklist - Pre/post achievement tests - Survey/placement assessments

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Grammatical Structure

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
2.8 Questions and answers, long and short, affirmative and negative using the auxiliary "can", "can't", "cannot." 2.9 Questions can answers, long and short, affirmative and negative in the Present Progressive using "going to" to denote intended future actions. 2.10 Questions and answers, both long and short, affirmative and negative in the Past Progressive. 2.11 Statements using regular verbs in the Simple Past. 2.12 Yes/no questions in the Simple Past. 2.13 Short answers both affirmative and negative in the Simple Past. 2.14 Information questions in the Simple Past. 2.15 Long answers, both affirmative and negative in the Simple Past. 2.16 Questions and answers, both long and short, affirmative and negative, with irregular Simple Past verbs such as went, saw, did, had, bought, etc.	- Sentences - Comprehension answers - Forms, such as job application forms - Letters for purpose, such as complaints, and friendly letters - Resume for job searching Games - "Hot Potato" with irregular Simple Past verb forms - Student made board games to reinforce Past verb forms	- Scholastic Services' Bank Street Writer for the Apple IIe computer	

CURRICULUM: Intermediate E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Grammatical Structure

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
2.17 Statements and questions using indefinites such as "Somebody", "Anybody", "Somewhere", and "Anywhere." 2.18 Questions and commands using "Would" and "Should." 2.19 Commands using "Must."			

C. ADVANCED LEVEL E.S.L.

LIBERTY UNION HIGH SCHOOL DISTRICT
ENGLISH AS A SECOND LANGUAGE (E.S.L.)

GRADE LEVEL AND/OR COURSE TITLE

Advanced E.S.L.

COURSE LENGTH

One year (Adults - one semester)

PREREQUISITE

Intermediate E.S.L. or placement by test (S.O.L.O.M. and C.T.B.S. (Spanish), L.A.S.)

CREDIT

10 units (Adults - N/A)

GRADUATION REQUIREMENT

English credit (Adults - N/A)

PROFICIENCY TEST REQUIREMENT

None (Adults - N/A)

COURSE GOAL:

- Students will extend their vocabulary through reading, which will include information about the customs, history and institutions of the United States.
- Students will develop reading and writing skills for independence and purpose.
- Students will be taught the test taking strategies of skimming, scanning and reading for details.
- Students will be able to communicate both in writing and speaking using idiomatic phrases, and will be able to give 5 minute talks on predetermined subjects.

COURSE DESCRIPTION:

The Advanced E.S.L. curriculum is designed for students who have acquired English beyond a survival level and are ready to prepare themselves for mainstreaming into the educational system. The class will concentrate on the more advanced skills of reading, writing and speaking, such as discussion and role plays. High school students will be taught learning skills necessary to be successful in academic classes, and all students will be taught the skills essential for success in the workplace and community. This class should be taken in conjunction with an English Skills class.

COURSE OUTLINE - Advanced E.S.L.

1.0 Listening

  1.1 Answering comprehension questions
  1.2 Retelling and paraphrasing
  1.3 Distinguishing minimal sound pairs

2.0 Speaking

  2.1 Reading
  2.2 Oral participation
  2.3 Repeating sentences and/or dialogues

3.0 Grammar

  3.1 Using new grammatical structures
  3.2 Correcting inappropriate grammar

4.0 Reading for E.S.L.

  4.1 Decoding and pronouncing
  4.2 Observing punctuation
  4.3 Rephrasing

5.0 Writing for E.S.L.

  5.1 Writing vocabulary words
  5.2 Using simple punctuation
  5.3 Writing formal letters

6.0 Reading for independence

  6.1 Answering comprehension questions
  6.2 Retelling and paraphrasing
  6.3 Using the dictionary for reading

7.0 Writing for independence

  7.1 Writing informal letters
  7.2 Writing answers for comprehension questions
  7.3 Learning to take notes
  7.4 Dictations/spelling tests
  7.5 Recognizing the essay form
  7.6 Using the dictionary for writing

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: English as a Second Language Instruction

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 1.0 Listening 1.1 Students will be able to answer comprehension questions about printed materials, read aloud to them without reading along. 1.2 Students will be able to retell what was said on the television or radio, by guest speakers or school personnel, all of whom use normal speed in speech. 1.3 Students will be able to distinguish and reproduce minimal consonant pairs, and be able to distinguish minimal vowel pairs.	- Teacher/students reading out of graded books while the rest listen - Assignments to listen to specific programs on the television or radio - Guest speakers and school personnel - Tapes on lessons and minimal pair distinctions	E.S.L.: - D.L.I.'s American Language Course, Vol. 1200, 1300 and 1400 - Oxford University Press's S.O.S. - Delta Systems' Intermediate English Supplemental: - Everyday English (Books 1-4)	- Teacher observation of class participation - Informal inventory/checklist - Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments - Chapter tests in reading books

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: English as a Second Language Instruction

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 2.0 Speaking 2.1 Students will be able to read stories and/or dialogues aloud with fluency and using correct tone level. 2.2 Students will be able to participate orally in both guided and free discussions with fluency, using correct tone levels and new vocabulary. 2.3 Students will be able to repeat sentences/dialogues they have heard in order to practice speech patterns and to learn pronunciation.	- Reading printed materials aloud - Having class and/or group discussions - 5-minute prepared talks - 2-minute spontaneous talks - Listening to tapes	E.S.L.: - D.L.I.'s American Language Course, Vol. 1200, 1300, and 1400 - Oxford University Press's S.O.S. - Delta System's Intermediate English Supplemental: - Everyday English (Books 1-4)	- Teacher observation of class participation - Informal inventory/checklist - Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments - Chapter tests in reading books - Pre/post achievement tests - Survey/placement assessment

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: English as a Second Language Instruction

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 3.0 Grammar 3.1 Students will be able to use new grammatical structures correctly orally, and in writing. 3.2 Students will be able to correct inappropriate grammar in specific grammatical structures.	- Lecture when explaining grammatical structures - Fill-in substitution drills to practice grammatical structures - Correction during discussions - Correction of written assignments	E.S.L.: - D.L.I.'s American Language Course, Vol. 1200, 1300, and 1400 - Oxford University Press's S.O.S. - Delta System's Intermediate English Supplemental: - Everyday English (Books 1-4)	- Teacher observation of class participation - Informal inventory/checklist - Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments - Chapter tests in reading books - Pre/post achievement tests - Survey/placement assessment

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: English as a Second Language Instruction

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 4.0 Reading 4.1 Students will be able to decode and pronounce correctly new vocabulary words and previously learned words. 4.2 Students will observe punctuation mark tone levels and stops. 4.3 Students will rephrase previously read materials orally (if they haven't read aloud) or in writing.	- Reading vocabulary lists and practicing pronunciation orally - Reading aloud taking turns - Reading silently - Answering comprehension questions based on reading both orally and in writing	E.S.L.: - D.L.I.'s American Language Course, Vol. 1200, 1300, and 1400 - Oxford University Press's S.O.S. - Delta System's Intermediate English Supplemental: - Everyday English (Books 1-4)	- Teacher observation of class participation - Informal inventory/checklist - Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments - Chapter tests in reading books - Pre/post achievement tests - Survey/placement assessment

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: English as a Second Language Instruction

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 5.0 Writing 5.1 Students will be able to write correctly new vocabulary words. 5.2 Students will be able to demonstrate the correct use of simple punctuation marks in writing, such as commas, question marks, quotation marks, use of capital letters, and indenting. 5.3 Students will be able to write a formal letter for purpose using correct form.	- Writing new vocabulary words - Writing one-sentence answers - Writing 3 or 4 sentence answers - Writing paragraphs - Writing formal letters - Writing fill-in answers - Filling in application forms	E.S.L.: - D.L.I.'s American Language Course, Vol. 1200, 1300, and 1400 - Oxford University Press's S.O.S. - Delta System's Intermediate English Supplemental: - Everyday English (Books 1-4)	- Teacher observation of class participation - Informal inventory/ checklist - Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments - Chapter tests in reading books - Pre/post achievement tests - Survey/placement assessment

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Reading and Writing for Independence

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 6.0 Reading 6.1 Students will be able to correctly answer comprehension questions about readings both orally and in writing. 6.2 Students will correctly be able to retell or paraphrase readings orally. 6.3 Students will correctly be able to look up words in the dictionary for meaning and pronunciation.	- Reading in turns - Reading books, magazines and newspapers - Retelling read materials to teacher/peers - Paraphrasing read material to teacher/peers - Reading at home for homework	Reading: - Robert R. Potter's Stories of Surprise and Wonder - Robert J. Dixson's Elementary Reader in English, Easy Reading Selections in English, and Modern Short Stories in English - Jo M. Stanchfield's Paces, Level 2 - Anderson/Stone et. al.'s New Practice Readers, Bks. C-E - Large Type Edition Reader's Digest - Scope English Program's Reading Anthology, Level 1-2 - Reading Comprehension Spirit Masters Mini Mysteries, and Chillers and Thrillers	- Teacher observation of class participation - Informal inventory/checklist - Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments - Chapter tests in reading books - Pre/post achievement tests - Survey/placement assessment

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Reading and Writing for Independence

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
		- Fearon Education's Fastback Mystery and Fastback Romance - English-English Dictionary (Any) - Spanish-English Dictionary (Any)	

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Reading and Writing for Independence

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
Concept: 7.0 Writing	- Writing informal letters	Reading:	- Teacher observation of class participation
7.1 Students will correctly be able to write an informal letter using proper form.	- Writing answers to questions	- Robert R. Potter's Stories of Surprise and Wonder	- Informal inventory/checklist
7.2 Students will correctly be able to write answers for comprehension questions based on readings.	- Taking notes from lectures given by the teacher or movies shown to class	- Robert J. Dixson's Elementary Reader in English, Easy Reading Selections in English, and Modern Short Stories in English	- Graded exercises, i.e., exercises from books, teacher-made exercises, written assignments
7.3 Students will demonstrate an ability to take notes from lectures or movies.	- Dictations and spelling tests		- Chapter tests in reading books
7.4 Students will be able to do dictation/spelling exercises correctly.	- Reading short essays	- Jo M. Stanchfield's Paces, Level 2	- Pre/post achievement tests
	- Writing 2-3 paragraph essays	- Anderson/Stone et. al.'s New Practice Readers, Bks. C-E	- Survey/placement assessment
7.5 Students will be able to recognize the proper essay form.	- Looking words up in the dictionary	- Large Type Edition Reader's Digest	
7.6 Students will be able to look up words in the dictionary for proper usage and division into syllables.	- General lesson on dictionary page and use	- Scope English Program's Reading Anthology, Level 1-2	
		- Reading Comprehension Spirit Masters Mini Mysteries, and Chillers and Thrillers	

CURRICULUM: Advanced E.S.L.
LEVEL/TITLE: High School/Adult
STRAND: Reading and Writing for Independence

PERFORMANCE OBJECTIVES	LEARNING OPPORTUNITIES EXPERIENCES, ACTIVITIES	RESOURCES	EVALUATION
		- Fearon Education's Fastback Mystery and Fastback Romance - English-English Dictionary (Any) - Spanish-English Dictionary (Any) - Mosenfelder/Kaplan's Life Skills Writing	

VIII. E.S.L. INVENTORY/CHECKLIST OF PROFICIENCIES

E.S.L. INVENTORY/CHECKLIST OF PROFICIENCIES

These Inventories/checklists can be used to chart the progress of students and to aid the teacher in evaluating whether a student is ready to progress to the next E.S.L. level.

The vocabulary topics and the grammatical structures follow the lesson plan sequence of this manual. Satisfactory student progress is defined as 80 percent correctness. An item may be checked off on the inventory as accomplished when the student responds correctly 80 percent of the time or accomplishes the task with 80 percent accuracy. A student entering after the term has started can have an inventory/checklist updated by doing the evaluation sheets that accompany ESL (1-40) or another similar evaluation instrument the teacher may generally use for student diagnosis.

E.S.L. INFORMAL INVENTORY/CHECKLIST OF PROFICIENCIES

STUDENT: ____________________ DATE STARTED: ____________________

ORIENTATION	I	II	III	IV
VOCABULARY	__1. Personal information __2. Greetings and leave takings	__1. Classroom objects (singular) __2. Common objects at school (singular) __3. Common clothing items __4. Colors	__1. Common objects at school (plural) __2. Common household objects	__1. Body parts __2. Numbers __3. Simple prepositions __4. Simple adjectives of size and shape
GRAMMATICAL STRUCTURES	Recognition of the Present Tense of TO BE in... __1. Affirmative statements __2. Yes/no questions __3. Information question WHAT	Recognition of the Present Tense of TO BE in... __1. Singular demonstratives __2. Information question WHO __3. Question with OR __4. Action commands	__1. Recognition of plural demonstratives __2. Recognize information question WHERE with TO BE	__1. Word order for prepositions __2. Word order for adjectives
FOLLOWING DIRECTIONS	__1. Can find classrooms __2. Eats during correct lunch period __3. Can ask for help __4. Gets to classes on time	__1. Affirmative and negative commands about actions __2. Can follow classroom directions __3. Can fill out forms, print __4. Can do multiple choice tests	__1. Spatial commands	__1. Spatial commands
READING & WRITING	__1. Can read a simple form __2. Can complete a simple form	__1. Can copy words		
VERBAL EXPRESSION & ARTICULATION	__1. Consonant sounds similar to native language __2. Vowel sounds similar to native language __3. Points to indicate answers	__1. Simple consonant sounds that are new __2. One word answers	__1. Simple vowel sounds that are new __2. One phrase answers	__1. One phrase answers

E.S.L. INFORMAL INVENTORY/CHECKLIST OF PROFICIENCIES

STUDENT: ______________________ DATE STARTED: ______________________

BEGINNING	I	II	III	IV
VOCABULARY	__1. Personal information __2. Conversational begin- __3. The world around us __4. Immediate surroundings __5. Alphabet 6. Numbers 1 through 12	__1. Personal information __2. The world around us __3. Clothing __4. Immediate surroundings __5. Food and money 6. Numbers 13 through 100	__1. Body parts and illness __2. Housing __3. Food and money	__1. Activities at school __2. Activities at home __3. Activities in the community
GRAMMATICAL STRUCTURES	With the verb TO BE in the Present Tense be able to... __1. Make affirmative statements __2. Answer yes/no questions with short answers __3. Make negative statements __4. Answer yes/no questions with long answers __5. Use the demonstratives __6. Use the singular possessive adjective	With the verb TO BE in the Present Tense be able to... __1. Answer the information question WHAT, WHO, WHERE, HOW MUCH, HOW MANY __2. Use possessive 's with proper nouns __3. Answer questions using OR, AND BUT __4. Recognize WHOSE and answer with appropriate possessive adjective or possessive 's with proper noun	__1. Be able to use affirmative and negative commands In the Simple Present be able to... __2. Make affirmative and negative state- __3. Answer yes/no questions with short answers __4. Answer yes/no questions with long answers	Using the Simple Present be able to... __1. Form compound sentences using "and" Using the Present Progressive be able to... __2. Make affirmative and negative statements __3. Answer yes/no questions using long and short answers __4. Answer information question using WHO, WHAT, WHERE
FOLLOWING DIRECTIONS	__1. Follow simple commands with action verbs __2. Follow directions in books and tests			
READING & WRITING			__1. Be able to read everything that is said __2. Be able to copy words and sentences __3. Be able to fill in words	__1. Be able to read short paragraphs and answer fill-ins about them
VERBAL EXPRESSION & ARTICULATION	__1. Use contractions __2. Answer using short sentences __3. Recognize new consonant sounds __4. Recognize new vowel sounds	__1. Answer using compound sentence structures __2. Recognize new sounds	__1. Answer questions with two sentences __2. Recognize new sounds	

E.S.L. INFORMAL INVENTORY/CHECKLIST OF PROFICIENCIES

STUDENT: ______________________

DATE STARTED: ______________________

INTERMEDIATE	I	II	III	IV
VOCABULARY	__1. Telephone __2. Work and entertainment __3. Travel and transportation __4. Housing	__1. Classroom activities in Past __2. Illness and feelings __3. Meals and snacks __4. Cars 5. Time expressions in Past	__1. Work and entertainment __2. Looking for a job __3. Consumer skills	__1. Health __2. Housing __3. Consumer skills __4. Emergency services 5. Banking
GRAMMATICAL STRUCTURES	Using the Present Progressive be able to... __1. Use the construction GOING TO (Future of Intention) Using the Simple Present be able to... __2. To make statements and ask questions __3. To ask and answer information questions WHO, WHAT, WHERE, WHEN, HOW __4. To use some two-part verbs __5. To use adverb of frequency __6. To use CAN, CAN'T, CANNOT	Using the Simple Past be able to... __1. Make affirmative statements using regular verbs __2. Make affirmative statements using irregular verbs __3. Answer yes/no questions with short answers __4. Make negative statements __5. Ask and answer information questions __6. Use I THINK and clause	Reviewing all tenses be able to... __1. Use two-verb verbs __2. Recognize and be to answer questions using indefinites __3. Ask and answer questions using the USE TO expression __4. Ask and answer questions using HOW LONG and Present Perfect	Reviewing all tenses be able to... __1. Recognize and use the polite forms WOULD, COULD, SHOULD __2. Recognize MUST
FOLLOWING DIRECTIONS	__1. Be able to give and follow spatial directions related to finding departments in a store		__1. Be able to follow directions found on application forms	__1. Be able to give and follow written directions on medicines
READING & WRITING	__1. Be able to spell words given in dictation __2. Be able to use a dictionary to translate	__1. Be able to write sentences given in dictation __2. Be able to write guided sentences	__1. Be able to write a guided informal excuse note __2. Complete a job application __3. Write a guided résumé __4. Read job want ads	__1. Read for information __2. Write a formal letter __3. Write an informal letter __4. Read housing want ads
VERBAL EXPRESSION & ARTICULATION	__1. State a problem or an opinion in 1-2 sentences with prompting			__1. State a problem or an opinion in 1-2 sentences without prompting __2. Be able to pronounce new vowels and consonants

E.S.L. INFORMAL INVENTORY/CHECKLIST OF PROFICIENCIES

STUDENT: ______________________________ DATE STARTED: ________

ADVANCED	I	II
VOCABULARY	__1. Related vocabulary for survival in the home, community and school __2. Vocabulary associated with special personal interests	__1. Vocabulary needed for specific school topics __2. Vocabulary for reading
GRAMMATICAL STRUCTURES	__1. Compound verb structures __2. Uses self-correction of inappropriate grammar	__1. Specific grammatical structures that students wish to have explained
FOLLOWING DIRECTIONS		
READING & WRITING	__1. Skimming, scanning and reading during test taking __2. Reading and writing for purpose __3. Reading and writing for independence	__1. Read out loud with correct tone levels and fluency __2. Proper decoding and pronunciation __3. Demonstrate correct use of punctuation marks __4. Formal letter for purpose
VERBAL EXPRESSION & ARTICULATION	__1. Can adequately distinguish and reproduce most __2. Can give a lengthy explanation without prompting __3. Can retell what has been heard	__1. Can give a 2 minute spontaneous talk __2. Can give a 5 minute talk on a familiar subject __3. Correctly uses idiomatic phrases

IX. LESSON PLANS

A. TEACHER STRATEGIES FOR BEGINNING LEVEL E.S.L.

Introduction

In the Natural Approach to teaching English as a Second Language, grammar is never taught as an end in itself. There are no exercises practicing the verb TO BE, for example. But since it is impossible to speak without using grammatical structures, they are hidden within the context of vocabulary; a vocabulary which is vitally useful to the student. A certain sequence of structures is followed to make the acquisition as painless as possible. The student listens to "Is this a red book?" and answers "Yes, it is" without being taught that putting the verb before the subject pronoun or noun is the way to form a question, or that a short affirmative answer should never be contracted.

Depending on the circumstances, the content sequence should include:

- Statements with TO BE in Present Tense
- Yes/No questions with TO BE
- Long affirmative answers with TO BE
- Long negative answers with TO BE
- Short affirmative answers with TO BE
- Short negative answers with TO BE
- Information questions with TO BE
- Compound sentences and questions with TO BE
- Demonstratives with TO BE
- Possessive adjectives with TO BE
- 's possessive with TO BE
- Commands
- Statements using Simple Present
- Yes/No questions using Simple Present
- Short affirmative answers using Simple Present
- Short negative answers using Simple Present
- Information questions using Simple Present (first and second person, singular then plural, then third person regular, then irregular verbs)
- Long affirmative answers using Simple Present
- Long negative answers using Simple Present
- Compound sentences using Simple Present
- Statements using Present Progressive
- Short affirmative answers using Present Progressive
- Short negative answers using Present Progressive
- Information questions using Present Progressive
- Compound sentences using the Present Progressive

This Instructional Manual contains lesson plans for the Beginning Level. This level should follow the Orientation period. The orientation period is a "silent" one in which students accustom themselves to the class and school structures, to listening and reacting to commands in English and learning a very basic vocabulary. The recommended texts, Live Action English for Foreign Students and Before Book One, have excellent lesson plans.

The recommended text for the Beginning Level is Delta System's ESL, lessons one through twenty. All lesson plans reflect the material taught in that text but do not depend on the text. They are independent, and any text may be used as reinforcement; especially for reading and writing.

At the end of each lesson, an evaluation should be conducted. The blue pages at the end of ESL contain evaluation materials. If the instructor uses other texts or his/her own material, parallel evaluation materials should be used. Tapes of lessons can be made by the teacher and aide for students who enter the class mid-semester, are absent, or need more review.

Each lesson plan is divided into five parts:

I. the Unit objective and approximate time needed to complete the lesson (this time does not include the reinforcement done with the ESL text or own materials);

II. the Five-Step Lesson Plan;

III. the content (vocabulary and grammar);

IV. the Resources and Supplementary Resources; and

V. Teacher Strategies (with special notes on the lesson).

The "Statement of objective" should at first be given in the primary language of the student if there is one primary language and the instructor speaks it. The rest of the lesson should be presented in English to the extent possible. But at times, to check for understanding, it is more convenient to ask a question in the primary language and allow students to ask questions or translate into their own language. Also, it is better to use the primary language to give instructions or explain how something is to be done. This practice should be abandoned gradually and by the advanced level shouldn't be necessary at all.

Generally speaking, as many visual materials or realia as possible should be used for the beginning level; less in the intermediate, and very little in the advanced. The same can be said of games to reinforce vocabulary or structures. The order of books for Beginning E.S.L. is Before Book One and then Delta System's ESL. Live Action English should be used in conjunction with both texts, and perhaps as a warm up for all in a multi-level class.

The lesson plans that follow are Unit plans, not daily lesson plans. Some units may take days to cover, others only part of a day. The class time varies. As a consequence, the Five-Step Lesson Plan will function more or less independently; worked on for as long as time allows and continued the next day after a review.

General Guide for Orientation in Beginning E.S.L. and Sample Lesson Plans for Orientation Period

Orientation (1.1 - 1.6)

1.1 General School Orientation

The orientation for adults involves introducing yourself and the aides, and telling students what the routine in the class will be, i.e. what time class starts and ends, when and how long the break is, what will be eaten during the break (students bring their own, or organize themselves for people to bring whatever they want), how the class will be organized, how the books, tapes or other materials will be used, and where to call if they are going to be ill or out of town. Then the class and the teacher should get to know each other by question asking - first the teacher can ask general questions to each student in English (this will serve to judge students with the S.O.L.O.M. test for group placement) and then students can ask the teacher questions. If students don't know enough English to answer questions, accept answers or questions in the native language. The most important thing to accomplish is the creation of a comfortable, friendly atmosphere where nothing is threatening or embarrassing. Later on, when students are comfortable in the class and know you better you can test them to determine what their abilities are; moving students from one group to another. Most of the time, judgments based on the S.O.L.O.M. test and classwork are very accurate, but if objective, standardized tests have to be administered they should be given when students have at least learned to do multiple-choice exercises.

1.2 Personal information

Students need to learn how to answer the question, "What's your name?" immediately, and can be taught to respond correctly to this question without going into it in depth. Later on they will learn first, middle, and last names, how to spell their names, give their addresses, etc. For the time being, they can learn to respond to this one question. They also need to learn what "Print" means and to do it when completing forms.

1.3 Greetings and leave-takings

Students want to know how to greet and say good-bye to people they see, and can be taught "Hello," "Hi," "Good-bye," "Bye," and "See you later" or "See you tomorrow" right away. Later on they will learn "Good morning," etc.

1.4 Identify classroom objects

Students need to have a minimum classroom vocabulary. A minimum vocabulary includes such words as "pencil," "pen," "paper," "notebook," "book," etc. Page seven of ESL, lesson one has pictures and names of these objects and will serve as a basis.

1.5 Multiple-choice

One of the reasons for using the Before Book One text is to accustom the students to a multiple-choice format. The D.L.I. American Language Course text will also serve. Multiple-choice is the most common format for E.S.L. tests, but can be very confusing for people who have never seen them before.

1.6 Vocabulary Recognition

Both Before Book One and Live Action English teach vocabulary. Before Book One is more elementary since it only stresses recognition and not application. Live Action English stresses verbs since it tions on the basis of commands. These can be adapted to present, past or future tenses of the same verbs, and in that respect can be a very useful tool in a multi-level class. Each can work at its own level. The philosophy behind the method of Total Physical Response is that students learn better if there is a physical, manipulative element as well as a visual and oral one to learning. This is important for students with poor educational backgrounds who are nearly illiterate.

Students are expected to listen, speak, read and write all actions that take place, and be able to work in pairs independently. This is much more advanced work than Before Book One. If a class isn't ready for this independence, it should be delayed, and can be continued even after the ESL book has been started.

SAMPLE LESSON PLANS FOR "BEFORE BOOK ONE"

I. UNIT OBJECTIVE — TIME NEEDED 2 hours

Students will be able to identify nine clothing items in a multiple-choice exercise.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of a few items of clothing."*

Step 2 - Instruction
a) Provide information - Name the objects on p. 25 of the text.
b) Model - Name them again, students repeating this time, several times.
c) Check for understanding - Allow students to ask questions.

Step 3 - Guided Practice
a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214) ending with "What's this?"
b) Behavior in objective - Follow the Procedure for Chain Drill (p. 216). Have students point to picture on p. 25 and ask, "What's this?"
c) Provide results - Praise students for correct answers.

Step 4 - Closure
a) Final assessment - Point to the articles of clothing that students have learned and ask, "What's this?"
b) Individual performance - Have students divide into groups of two and ask each other "What's this?" pointing to the pictures in the book on p. 25.

Step 5 - Independent Practice
a) Mass practice to distributed practice - Have students open books to pp. 27-28 and do a few examples to demonstrate how to do a multiple-choice exercise. Then do the exercise.
b) Monitoring - Walk around and make sure students are doing it correctly.

---

* The "Statement of Objective" will be stated in the students' primary language, if possible, until such time as they can understand it in English.

c) Provide results - Correct by asking for answers and writing them on the board.

III. CONTENT

1. Vocabulary

dress	shirt	shoes
tie	sweater	socks
skirt	pants	blouse

2. Grammar

Third person singular of TO BE in present

IV. RESOURCES

Before Book One, pp. 25-28.

V. TEACHER STRATEGIES

1. I usually start the book with this lesson, since it's easier than numbers - easier to read, understand, and apply to everyday life. You can go back to the numbers later.
2. If this is the first time students are using this book, the multiple-choice exercises have to be explained in much detail and many examples have to be done.
3. Never present more than five new words at a time. When these are learned, the remaining four can be added.
4. I made my own mimeographed answer sheets for this book.

I. UNIT OBJECTIVE

TIME NEEDED
1-2 hours

Students will be able to place two to three objects in a stated position: in, on, under, next to, between.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to describe the position of objects."

Step 2 - Instruction
- a) Provide information - Use two books and a pencil to tell the students where the pencil is in relation to the book or books (see Content, section III below).
- b) Model - Go through the same actions several times, having students repeat.
- c) Check for understanding - Allow students to ask questions.

Step 3 - Guided Practice
- a) Mass practice - Have each student use two textbooks and a pencil to mime your actions, repeating the statements you make.
- b) Behavior in objective - As you put the pencil in a certain position, ask the students an "or" question, "Is the pencil in the book or on the book?," etc.
- c) Provide results - Praise class for correct answers.

Step 4 - Closure
- a) Final assessment - Show the students what you mean by "Put the pencil in the book," and other commands, and then have them perform the actions until they do them well.
- b) Individual performance - Follow the Procedure for Chain Drill (p. 216). Have one student tell another where to put the pencil in a chain.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Draw a circle on the board and then put an X in, on, under or next to it, saying where the X is in relation to the circle, then add another circle and say that the X is between the circles. Practice saying where the X is with the students repeating. Have students open their books pp. 46-47, and go through Presentation B. Then do Practice B.
- b) Monitoring - Assist students who are having trouble with the exercise.

b) Monitoring - Assist students who are having trouble with the exercise.
c) Provide results - Correct by asking the students for the answers and writing them on the board.

III. CONTENT

1. Vocabulary

The pencil is in the book.
The pencil is on the book.
The pencil is under the book.
The pencil is next to the book.
The pencil is between the books.

Put the pencil _________ the book(s).
Is the pencil _________ the book(s) or _________ the book(s)?

Circle (from previous lesson)
Square (from previous lesson)
Triangle (from previous lesson)
"X"

2. Grammar

Command "put"
Third person singular of TO BE in Present.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Before Book One, pp. 46-47.
Oxford Picture Dictionary, pp. 76-77.

V. TEACHER STRATEGIES

1. This lesson is done after students have learned the words circle, triangle and square.

2. "In," "on" and "under" are very difficult to distinguish and need a lot of practice. If students are still having trouble with it, even after doing it with pencils, and X's, it can be done with the books and the desks, books and erasers, etc.

3. Much reinforcement is needed with prepositions in general, but especially with "in" and "on" (and "at," when they are presented with it).

SAMPLE LESSON PLANS FOR "LIVE ACTION ENGLISH FOR FOREIGN STUDENTS"

I. UNIT OBJECTIVE — TIME NEEDED 1 hour

Students will be able to respond to the actions given to them as commands and be able to give the commands dealing with "Washing your hands."

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to learn the words that describe what we do when we wash our hands."

Step 2 - Instruction
- a) Provide information - Name the objects that will be used in the lesson as you set it up.
- b) Model - Demonstrate the series - you give the command and do it at the same time, or have a student perform it, several times.
- c) Check for understanding - Ask if there are any questions.

Step 3 - Guided Practice
- a) Mass practice - Students will perform actions as you state the commands one by one.
- b) Behavior in objective - Go through the series several times until all can do it fairly well.
- c) Provide results - Praise students as they perform actions correctly.

Step 4 - Closure
- a) Final assessment - Write the series on the blackboard saying the words as you write them and have students copy it. Then have them repeat each line.
- b) Individual performance - Have students take turns giving you the commands, and then each other in a chain (see Procedure for Chain Drill, p. 216).

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students divide into groups of two and give each other the commands.
- b) Monitoring - Walk around assisting where needed.
- c) Provide results - Praise students who are performing correctly as you walk around.

III. CONTENT

1. Vocabulary

verbs	nouns
wash	hands
turn on	water
pick up	soap
put down	towel
rinse	towel rack
turn off	
dry	
put	

2. Grammar

   Command form (can be extended to the Simple Present, Simple Past, and Future)

IV. RESOURCES

Live Action English, p. 1.

V. TEACHER STRATEGIES

1. Since this is the first TPR lesson, a lot of enthusiasm and acting has to be put into it, so that the students will actively participate in it. It has to be fun, so they'll want to do it again.

2. To make it more fun, maybe different soaps can be brought in to see which smells nicest, or cleans best, etc. in the opinion of the students.

I. UNIT OBJECTIVE

TIME NEEDED
1 hour

Students will be able to respond to and give commands related to "Cashing a check at the bank."

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to learn the actions we do when we cash a check at the bank."

Step 2 - Instruction
- a) Provide information - Name the objects that will be used in the lesson as you set it up.
- b) Model - Demonstrate the series - You give the command and do it at the same time or have a student perform it, several times.
- c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice
- a) Mass practice - Students will perform actions as you state the commands one by one.
- b) Behavior in objective - Go through the series until all can do it fairly well.
- c) Provide results - Praise students as they perform actions correctly.

Step 4 - Closure
- a) Final assessment - Write the series on the blackboard, saying the words as you write them, and have students copy it. Then have them repeat each line.
- b) Individual performance - Have students take turns giving you the commands, and then each other in a chain (see Procedure for Chain Drill, p. 216).

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students divide into groups of two and give each other the commands.
- b) Monitoring - Walk around assisting where needed.
- c) Provide results - Praise students who are performing correctly as you walk around.

III. CONTENT

1. Vocabulary

verbs	nouns	prepositions
need	check	into
cash	bank	over
go (over)	counter	to
write	bottom	at
sign	line	in
get	window	up
wait	teller	
move	couple	
hand	minutes	
say	door	
take		
count		
put away		
go (out)		

2. Grammar

Present tense and commands

IV. RESOURCES

Live Action English, pp. 35 and 67

V. TEACHER STRATEGIES

1. This lesson can serve as a useful exercise in cashing checks and showing I.D., with a discussion of proper I.D.'s and how to get them.

B. BEGINNING LEVEL LESSON PLANS

2.0 VOCABULARY AND GRAMMAR - E.S.L.-I

Topic 2.1 Directions and Commands

a) Simple commands - Students will be taught the most typical commands they will hear in your class, and other classes. "Please be seated," or "sit down," "open your books," "return to your seat," "take out a pencil and a sheet of paper," "pay attention," "be quiet," "stop talking," "turn in your homework," etc. These can be taught with actions that will be mimed, just as in Live Action English.

b) Following directions - Students will be taught to listen for directions in class, or find them in books or tests, and then follow them. They have to practice retelling what they are told to do or instructed to do in reading. Directions from various books can be brought in, and you can practice such things as "read pages ___ to ___" and then "answer questions ___ through ___," or "read and study pages ___ to ___," or "do problems ___ through ___ on p. ___."

Topic 2.2a Personal Information

I. UNIT OBJECTIVE (Lesson 1) TIME NEEDED 3-4 hours

Students will be able to ask and answer personal information questions, and fill in a simple form asking for the above.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn how to ask and answer questions that ask about you, such as "What's your name?," "What's you address?," "What's your telephone number?" and we're going to fill in an easy form that asks for this information."*

Step 2 - Instruction

a) Provide information - In each case provide your own answer (you can use the school's address and phone number) as a statement two or three times. Then state the question followed by the answer two or three times.
b) Model - Have the students repeat the question two or three times.
c) Check for understanding - Ask each student the question and evaluate the correctness.

Step 3 - Guided Practice

a) Mass practice - Continue to ask individuals the question until almost all students respond correctly.
b) Behavior in objective - Use a chain drill exercise with the question. (See Procedure for Chain Drill, p. 216).
c) Provide results - Self-evident from above.

Step 4 - Closure

a) Final assessment - Ask for two volunteers (or pick the two best students) and demonstrate a role play, where one student will ask for all the personal information of another, and then switch roles, as if in an office or over the phone. (The questions can be written on the blackboard.) Then divide the class into groups of two and have them ask and answer the questions in the same way, two to three times.

---

* To be done in primary language if possible.

b) Individual performance - Walk around to the different groups and have them do the role play for you.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Hand out to each student and then show teacher-made (or book) form which asks for all the personal information they have been practicing, explaining the headings and instructions, and how they are to fill out the form (especially to print, and translate what printing is). Ask comprehension questions to make sure they know what they are to do, and then instruct them to fill out the form.
b) Monitoring - Walk around and assist, making sure they are doing the work correctly.
c) Provide results - Correct each form as individual students finish.

III. CONTENT

1. What's your name? (first and last)

   a) What's your first name?
   b) What's your middle* name?
   c) What's your last** name?
   d) What's your maiden name?

   * Maternal last name can be used if no middle name is available, or a maiden name for married women.
   ** Married women must give husband's last name.

2. How do you spell it?

3. What's your address?* (explain mailing address)

   * Includes post office box or route box

4. What's your city?

5. What's your state?

6. What's your zip code?

7. What's your telephone number?*

   * Includes area code, and can be invented

8. What's your date of birth* (birthdate)?

   * month/date/year

9. What's your place of birth* (birthplace)?

   * Name of country only

10. What's your Social Security number?*

* They can invent one if they don't have one.

11. Sex M F

12. Mr., Mrs., Miss or Ms.

8-12 to be explained for form with examples from a few students only.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lessons 1 and 2
2. "Filling out a form," English for Adult Competency, Book I, p. 8, or teacher-made form, or form from any other source.

V. TEACHER STRATEGIES

1. The numbers and alphabet must have been taught previously, and this lesson will serve as reinforcement. A quick review should be done first, in any case.
2. Because of the cultural differences in naming people, a brief explanation must be given as to the meaning of middle name, and what those who have no middle name can do (especially the ones with common names). The practice of married women continuing to use their maiden name is another cultural difference. It must be explained that they can use their maiden names informally, and even legally, but that it can cause mix-ups in formal situations and that it would be best to use their husband's names when dealing with officials, like the personnel at their children's schools and government agencies.
3. It's difficult to explain Ms., and a quick historical lesson on how women saw a need for it because of job discrimination is usually needed.

Topic 2.2b Describing Others By Name

I. UNIT OBJECTIVE (Lesson 6)

TIME NEEDED
30 minutes

Students will be able to identify others by name using singular possessive adjectives.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to learn how to identify other people by name."

Step 2 - Instruction

a) Provide information - Review everyone's names by asking each individual "What's your name?" (FIRST NAME ONLY).

b) Model - Ask again "What's your name?" and when answered ask the rest of the class "What's his/her name?" and answer "His name is ______ ______. Do one male and one female student and repeat each twice.

c) Check for understanding - Point to male student and say "His name is __________," and ask what "his" means. Repeat for "her."

Step 3 - Guided Practice

a) Mass practice - Go down the line with each student asking "What's his/her name?"

b) Behavior in objective - Have students ask each other their names using the Procedure for Chain Drill (p. 216).

c) Provide results - Self-evident from above.

Step 4 - Closure

a) Final assessment - Ask for three volunteers (or pick the three best students) and have one ask another "What's your first name?" "Middle name?" "Last name?" Then have the third student ask the one who did the questioning "What's his first name?," etc.

b) Individual performance - Divide the class into groups of three and have them repeat this procedure.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have one student come to the front of the class and be the "Teacher." Have him/her ask the rest of the class "What's his/her name?" pointing to several students. Given each student a turn to be "Teacher."

b) Monitoring - Assist when necessary.
c) Provide results - Self-evident.

III. CONTENT

A. List of questions that will be asked.

1) What's (your) his/her name?
2) What's (your) his/her first name?
3) What's (your) his/her middle name?
4) What's (your) his/her last name?

B. Grammatical content

Only use the verb TO BE in third person singular.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lessons 2, pp. 6-8

V. TEACHER STRATEGIES

1. This lesson serves as a good reinforcement of 2.1 (Personal Information) and an introduction to possessive adjectives.

2. Since "his/her? in Spanish are both "su," it must be further explained by "el nombre de él" or "de ella."

Topic 2.2c Common Occupations/Professions

I. UNIT OBJECTIVE (Lesson 7)

TIME NEEDED
6-8 hours

Students will be able to identify some common occupations and be able to ask and answer the questions "What are you," "What is he/she," "What are they?"

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit you're going to learn the names of some common occupations and how to answer the question "What are you?"

Step 2 - Instruction

a) Provide information - Use any pictures made by the teacher, or visuals that come with a text that refer to occupations. Say the name of each occupation, allowing students to repeat. First go through entire lesson with singular, then repeat with plural.

b) Model - Repeat the names, with the question "What is he/she?," and answering, again allowing students to repeat.

c) Check for understanding - Ask if there are any questions.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214) until students know the vocabulary (first the singular, then the plural).

b) Behavior in objective - Give a visual to as many students as possible and 1) have them point to the occupation you state, 2) ask "Who is the ______?" and state student's name.

c) Provide results - Ask "What is he/she?" ("What are they?") and praise for knowing answer.

Step 4 - Closure

a) Final assessment - Go through the Procedure for Teaching Grammar (p. 215) first for singular, then for plural.

b) Individual performance - Hold up and change the visuals of the occupations (singular first, then plural) and go through the questions, again having students ask each other the questions in a chain (see Procedure for Chain Drill, p. 216).

Step 5 - Independent Practice

a) Mass practice to distributed practice - Ask students "What am I?" (A teacher) "What are you here in class?" (Students) "I'm going to ask you what you are outside of class. I'm a housewife. What are you?" Go through the class asking each student individually. If they can't tell you, ask them in their native language and translate. Do this a couple of times so they learn their own occupation names, or can describe their jobs. Then have them practice in groups of three to four asking and answering each other.

b) Monitoring - Walk around listening to the groups and helping the students.

c) Provide results - Have students ask "What are you?" in a chain and praise.

III. CONTENT

A. List of questions (Vocabulary)

1. Point to the lawyer.
   Where is the lawyer?
   Who is the lawyer?
2. Is he a lawyer? (Yes/No)
3. Is he a lawyer or a salesman?
4. What is he? (a lawyer)
5. Point to the lawyers.
   Where are the lawyers?
6. Are they lawyers? (Yes/No)
7. Are they lawyers or teachers?
8. What are they? (lawyers)

List of questions (Grammar)

1. Is he a lawyer or a salesman?
2. Is he a salesman? Yes, he is.
3. Is he a salesman? No, he isn't.
4. What is he? (He's a salesman.)
   Also - What are you? I'm a __________.
5. Are they lawyers or teachers?
6. Are they lawyers? (Yes, they are.)
7. Are they lawyers? (No, they aren't.)
8. What are they? (They're lawyers.)
   Also - What are you? We're __________.

B. Grammatical content

Use verb TO BE in the Present.
Do not use salesmen.

C. List of Vocabulary

doctor
housewife
salesman
lawyer
bakers
teachers
nurse
gardener
dentist
busboy
barbers
students
waiter
secretary
baker
teacher
lawyers
cooks
cook
saleslady
barber
student
busboys
doctors

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lessons 2 and 4
2. Visuals - P5-P13, P19-P25, P26-P35
3. Oxford Picture Dictionary, pp. 54-55

V. TEACHER STRATEGIES

1. Special emphasis must be placed on getting Spanish speaking students accustomed to saying "a" before a singular occupation (with the short "a" sound, the same as used in normal speech), by getting them to say it, even in the short answers where they only say "a lawyer."

2. This will be the first time they'll be mixing third person with 1st person. This doesn't usually cause problems, but should there be momentary confusion, pointing usually helps.

3. No more than five new words should be presented at one time.

4. "Hot Potato" can be played as described on p. 217.

Topic 2.2d Family Relationship Names

I. UNIT OBJECTIVE (Lesson 8)

TIME NEEDED
1-2 hours

Students will be able to identify family relationship names, tell the names of their family members, and say their ages.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we'll be learning the names of relatives, such as mother, father, etc."

Step 2 - Instruction

a) Provide information - Use (a) picture(s) of your own family, or a match-stick drawing of a large family, or the visuals from English for Adult Competency, Book I, p. 14, to tell the class "This is my father" or "This is my mother," etc. Write on the board a family chart with all the relationships on it.

b) Model - Have students repeat the names for pronunciation.

c) Check for understanding - Have the students ask for translation of those terms they don't understand.

Step 3 - Guided Practice

a) Mass practice - Use your picture or a matchstick picture of the members of a big family, and after labeling each, ask "Who's this?" for each.

b) Behavior in objective - Have students draw stick figures or use pictures of their family. In groups of two practice asking each other the indicated questions.

c) Provide results - Listen to students as they ask each other. Correct and praise.

Step 4 - Closure

a) Final assessment - Use the same (stick) picture drawn before, tell the members of the family and their names. "This is my father; his name's John," etc. For the sake of reality it can be added that if a family member is deceased, one says "My father is dead" or writes "deceased" on a form. Have students tell each other their family members' names by asking "Who's this? What's his/her name?"

b) Individual performance - Tell class about your children's ages, and then have them repeat the question "How old is he/she?" Ask a few students how old their children are, and then have them practice in groups of two.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Pick two students and have them do a role play of a conversation between two people looking at pictures of their families and asking "Who is he/she? What's his/her name? How old is he/she?" Have the rest of the class do the same.

b) Monitoring - Help groups of students.

c) Provide results - Ask each student about their children (or brothers/sisters) and praise their ability to answer.

III. CONTENT

A. List of questions and answers

Who's this?
What's his/her name?
How old is he/she?

B. Vocabulary

father
mother
husband
wife
parents
son
daughter
brother
sister
child(ren)
aunt
daughter-in-law
nephew
niece
cousins
father-in-law
mother-in-law
son-in-law
uncle
brother-in-law
sister-in-law
grandfather
grandmother
grandson
granddaughter

C. Grammar

Verb TO BE in the third person singular.

IV. RESOURCES

1. Delta System's *ESL*, Lesson 10
2. *Oxford Picture Dictionary*, p. 71
3. *English for Adult Competency*, Book I, p. 14.

V. TEACHER STRATEGIES

1. Ask students to bring in a picture (or pictures) of their family members several days before this lesson, and give them to you to keep. They'll have to be reminded, as well as told for the first time if they're absent on subsequent days. The pictures should be kept in separate envelopes and marked for safekeeping. They will be used for this lesson as well as the next.

2. Those who forget or have no pictures will draw stick figures.

Topic 2.2e Use of Possessive with Proper Nouns

I. UNIT OBJECTIVE (Lesson 9)

TIME NEEDED
1-2 hours

Students will be able to use the possessive "'s" with a proper noun in response to the question "Whose ....?"

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn how to tell people that something belongs to somebody, like "This is Maria's book."

Step 2 - Instruction

a) Provide information - Walk around the class asking "Whose _____ is this? It's _____'s _____." (Use common classroom objects.)
b) Model - Have students repeat question and answer as you go through again.
c) Check for understanding - Ask students to translate question and answer, and help them to understand the "'s."

Step 3 - Guided Practice

a) Mass practice - Have students answer on their own this time as you walk around asking "Whose red blouse is this?" etc., with clothing.
b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) to whom any object or article of clothing belongs.
c) Provide results - Praise when students are asking and answering well.

Step 4 - Closure

a) Final assessment - Use visuals P91-P94 to go through the Procedure for Teaching Grammar (p. 215), ending with "Who is (he)?" (He's Mrs. Kim's husband.)
b) Individual performance - Have students ask each other in a chain as you change the picture and point to the person to ask about in the visual.

Step 5 - Independent Practice

a) Using the pictures brought to school for the previous lesson, put them on a table and pick one up showing it to the students and asking "Whose family is this?" or "Whose son, daughter, child, etc. is this?" Then call on a student to come up and ask the same question. When all the pictures have been returned have the students ask each other about the family members in the pictures in groups of two to three.

b) Monitoring - Walk around and help.

c) Provide results - Correct as you listen to the groups.

III. CONTENT

1. List of questions and answers
   - a) Whose (book) is this? It's (Maria's).
   - b) Whose (red blouse) is this? It's (Ana's).
   - c) Who is (he)? (He's Mrs. Kim's husband).
   - d) Whose family is this? It's Joe's.

2. Grammatical content
   - a) Question words- Whose & Who.
   - b) Third person singular TO BE.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 10
2. Visuals P91-P94

V. TEACHER STRATEGIES

1. This unit serves as a review of classroom objects, clothing, colors, and family member names.

2. Special care must be taken to explain - Whose vs. Who's.

3. The idea that 's stands for possession must be explained in the native language.

4. Word order is so different from other languages that a lot of practice is required with both question and answer syntax. It must then be reviewed over and over.

Topic 2.3 Conversational Beginnings

I. UNIT OBJECTIVE (Lesson 5)

TIME NEEDED
1-2 hours

Students will be able to use appropriate greetings and leave-takings, courtesy statements and ask and answer "How are you?"

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we'll be learning what to say to people when you meet them to say hello and good-bye, or when something bad has happened, etc."

Step 2 - Instruction

(This lesson should be done after students have learned to tell time, and should now review it.)

a) Provide information - "When it's before noon, to say 'hello' we say 'Good morning'; when it's between noon and 6 p.m. we say, 'Good afternoon.' To say 'Good-bye' people say "good day' but mostly they just say 'Good-bye.' After 6 p.m., we say 'Good evening' for 'hello' and 'Good night' for 'Good-bye.'" Write the hours and greetings on the board.

b) Model - Have students repeat the greetings and leave-takings.

c) Check for understanding - Allow students to ask questions during the explanation and now ask them to translate the phrases.

Step 3 - Guided Practice

a) Mass practice - Use the clocks that were used for teaching time and put the time on the clock and say the time, including a.m. or p.m. Ask the student for another way to say "hello" or "good-bye" at that hour. Give everyone in the class several opportunities to give the appropriate phrase, making sure they aren't always given the same time of day.

b) Behavior in objective - Using two volunteers, or two good students, set up a role play similar to the one in ESL, lesson 6 for three times of the day (write on board). Have students practice in groups of two as follows.

A. 7:30 a.m.
11:00 a.m.
Student 1: Good morning.
Student 2: Good morning.
What time is it?
Student 1: It's 7:30 a.m.
Student 2: What time is it now?
Student 1: It's 11:00 a.m.
Student 2: Good day.
Student 2: Good day.

B. 1:15 p.m.
4:45 p.m.
Student 1: Good afternoon.
Student 2: Good afternoon.
What time is it?
Student 1: It's 1:15 p.m.
Student 2: What time is it now?
Student 1: It's 4:45 p.m.
Student 2: Good day.
Student 2: Good day.

C. 6:45 p.m.
9:15 p.m.
Student 1: Good evening.
Student 2: Good evening.
What time is it?
Student 1: It's 6:45 p.m.
Student 2: What time is it now?
Student 1: It's 9:15 p.m.
Student 2: Good night.
Student 2: Good night.

c) Provide results - Check on groups as they practice. Help and praise.

Step 4 - Closure

a) Final assessment - Ask each student "How are you?" Answer "Fine. Thank you," for yourself, and allow students to do the same. Then say, "If you're not fine, you can say, 'Not very well, I'm afraid," or "so-so'" and translate. Then explain that upon hearing this, the other person usually says "I'm sorry (to hear that)." Let students practice this as you call on groups of two, and give everyone a chance.

b) Individual performance - Allow students to practice in groups of two by themselves.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Pick on two students to perform three role plays using the same hours as used before, adding the other phrases.

Student 1: Good morning, _____. How are you?
Student 2: Fine, thank you. And you?
Student 1: Not very well, I'm afraid.
Student 2: Oh, I'm sorry to hear that.
How's the family?
Student 1: Fine, thank you. And yours?
Student 2: Fine, thank you.
Student 1: What time is it?
Student 2: It's 7:30 a.m.
Student 1: Thank you. Good day, _____.
Student 2: Good day, _____.

Have them practice in groups of two.

b) Monitoring - Walk around assisting.

c) Provide results - Praise the students and tell them they could now have a casual conversation with anyone.

III. CONTENT

1. Questions and statements

Hello. Good-bye.
Good morning. Good day.
Good afternoon. Good day.
Good evening. Good night.
How are you? Fine, thank you.
  Not very well, I'm afraid.
  So-so.
I'm sorry to hear that.
How's your family? And yours?
What time is it?

2. Grammatical content

Verb TO BE in present. Possessive adjectives.
Possessive pronouns (yours).

IV. TEACHER STRATEGIES

1. Because of the identical translation for "good afternoon" and "good evening" in Spanish, this must be carefully explained.

2. Students can add other courtesy statements they've heard, such as "Have a nice day," and these can be written on the board at the end of the lesson.

Topic 2.4 Telling Time

I. UNIT OBJECTIVE (Lesson 4)

TIME NEEDED
2-3 hours

The student will be able to tell time to the minute, and be able to respond in two ways to the question "What time is it?" as well as know how to ask the question.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn how to ask for the time and how to tell someone else the time."

Step 2 - Instruction

a) Provide information - (Students must know how to count first.) Ask the students "What time is it?" holding up a clock (teacher-made or bought) and answer "It's one o'clock." Change the time advancing an hour each time asking the question and answering.
b) Model - Students should repeat both the question and answer.
c) Check for understanding - Explain what "o'clock" means.

Step 3 - Guided Practice

a) Mass practice - As you change the time, have students ask each other in a chain (see Procedure for Chain Drill, p. 216) "What time is it?"
b) Performance in objective - Give each group of two to three students a small clock and have one of the group set a time and ask, "What time is it?" to the others. Then another person sets the time and asks, etc.
c) Provide results - Walk around listening and correcting or praising.

Step 4 - Closure

a) Final assessment - Tell the students that there is another way to tell time that's similar to the way it's said in Spanish: "Up to the half hour, you can also say, 'It's (quarter/half/minutes) past or after (hour) and after that you say 'It's (quarter/minutes) till or to or before (hour).'" Set the time on your clock and have students ask each other in a chain.
b) Individual performance - Have students practice with their clocks in groups of two to three as before.

Step 5 - Independent Practice

- a) Mass practice to distributed practice - Have one student come up and be the "teacher." Let the student put a time on the clock and call on a student to tell the time two ways. Then that student is teacher, and so on.
- b) Monitoring - Help when necessary.
- c) Provide results - Praise each student as he/she answers correctly.

III. CONTENT

1. List of questions

   What time is it?

   It's _____ (to the hour, quarter past, half hour, quarter till and exact minutes). Also noon (midday) and midnight.

   Expressions after/past, before/till/to.

2. Grammatical content

   Verb TO BE in third person singular.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lessons 2 and 5.
2. Teacher-made or store-bought clocks.

V. TEACHER STRATEGIES

1. This lesson usually provides no problems and only requires knowing how to count to fifty-nine beforehand. To review and reinforce learning of the numbers, Bingo can be played. See "Bingo" on p. 218.

2. The lesson can be broken into three separate lessons to be done when there are fifteen minutes available here and there - telling the time to the hour, both ways of telling the quarter and half past and quarter till, and telling time to the minute.

Topic 2.4b Weather and Seasons

I. UNIT OBJECTIVE (Lesson 10) TIME NEEDED 1-2 hours

Students will be able to describe the weather associated with each season at a simple level, and say which is their favorite and why.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn to talk about the weather."

Step 2 - Instruction
- a) Provide information - (Students must know names and order of months.) Describe the season you are in at the moment. Then write the four seasons on the board with the months that each include. Give a short description of each season, and explain how the length of the day determines the seasons north (or south) of the tropics. (See Teacher Strategies.)
- b) Model - Have students repeat the names of the seasons and the adjectives used to describe them.
- c) Check for understanding - Ask students to tell you the season they're in and what the weather is like, what the next season is, etc.

Step 3 - Guided Practice
- a) Mass practice - Describe a season and then ask, "What season is it?" Ask each student. Then name a month and ask what season it's in.
- b) Behavior in objective - Have students divide into groups of two to three and ask each other "What's winter like?", etc., and "When is winter?".
- c) Provide results - Walk around helping and praising correctness.

Step 4 - Closure
- a) Final assessment - Ask students which is their favorite season after telling them which yours is and why.
- b) Individual performance - Have students form groups of three to four and ask each other what their favorite season in their native country is and why. Try to form groups of students from different places.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Ask a couple of students what the seasons are in their countries and what they're like. Then have them practice in small groups.

b) Monitoring - Assist where necessary.

c) Provide results - Call on a few students, preferably those from very different areas or countries, to tell the rest about the weather in their countries.

III. CONTENT

1. Vocabulary

Spring (March, April, May)
Summer (June, July, August)
Fall/Autumn (September, October, November)
Winter (December, January, February)
What season is it?
What's it like?
What months are Spring, etc.?
It's hot and dry, or muggy, etc.
It's cold and foggy, etc.
It's rainy and cool, etc.
It's warm and windy, etc.
There are flowers.
My favorite season is _____.
Because _____.
There is snow.

2. Grammatical content

Verb TO BE in third person

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 16
2. English for Adult Competency, Book I, p. 161.

V. TEACHER STRATEGIES

1. People from tropical countries name seasons according to whether it rains (winter) or not (summer), since the temperature varies only slightly as does the time the sun rises and sets. For them, Spring and Fall are difficult to remember.

2. There are many question words to be recognized, but not necessarily learned.

Topic 2.4c Day, Date, Month

I. UNIT OBJECTIVE (Lesson 11)

TIME NEEDED
1-2 hours

Students will be able to ask the questions and answer correctly questions asking for the day, date or month.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to learn how to ask someone or answer someone with the day, date and month."

Step 2 - Instruction
- a) Provide information - "What month are we in?" (_____) That's right. Let's put all the months of the year on the board. The first month is .... (write "1st" [first] January).
- b) Model - Have students repeat the pronunciation of each.
- c) Check for understanding - (There is usually no problem except with capitalizing them.)

Step 3 - Guided Practice
- a) Mass practice - Ask a few students "What's the first month of the year? What's the second?" etc. Then have them ask each other in a chain (see Procedure for Chain Drill, p. 216).
- b) Behavior in objective - Ask students what the date is. Explain that the ordinal numbers are used to express the date in English, i.e. "Today is October 1st" (or whatever the date is). Write 1st-31st on the board modeling the pronunciation and explaining how ordinal numbers are formed. Then ask a few dates - October 1st, November 2nd, December 3rd, etc. Write twelve abbreviations on the board: 1/1, 2/2, 3/3, etc. explaining that the month goes first and the date follows. Then have students go down the line of abbreviations in groups of two asking each other "What's the date?"
- c) Provide results - Ask each student an abbreviated date, and praise correctness.

Step 4 - Closure
- a) Final assessment - Add to the abbreviated dates a year and tell students how years are said in English. Put today's date in both abbreviated form and written out: 10/15/84 - October 15, 1984. Have students ask each other in a chain the twelve abbreviated dates.

b) Individual performance - On a paper have them convert all the abbreviated dates to full written form.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Tell students "Today's date is _____. Today is _____." Write the days of the week on the board and have the students practice pronunciation. Then ask a few students "What day is today? Tomorrow? The day after that? And after that?" etc. Then ask a couple of students "When is your birthday?" pointing out that they don't have to give the year - simply December 10th. And then ask "What day is it this year?" Give your own as an example. Then have students ask each other the two questions in a chain. When finished have them write down that day's day, date, month, and year in 1) abbreviated form, and 2) long form and then their birthday and day of the week in the two forms.

b) Monitoring - Assist where necessary.

c) Provide results - Walk around correcting and praising.

III. CONTENT

1. What's today's date? Mo. _____, Date _____, Yr. _____.
   What day is today?
   Months of the year.
   Days of the week.
   Expressing years, dates.
   Birthday vs. birthdate
   Ordinal numbers

2. Grammatical content

   Verb TO BE in third person singular

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 16

V. TEACHER STRATEGIES

1. The only problems this lesson usually encounters are minor - not capitalizing names of months and days and saying (and writing, even in abbreviated form) the date before the month.

2. The pronunciation of the th on the ordinal numbers is very difficult, doubly so with numbers that start with the th sound also. Students must be told that in time the sound will be easier for them to pronounce, but that it takes time and practice, and not to give up.

Topic 2.5 Clothing

I. UNIT OBJECTIVE (Lesson 12)

TIME NEEDED
3-4 hours

Students will be able to ask and answer questions about what they're wearing; and be able to describe fabrics and designs on fabric.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to be learning how to tell people what you or somebody else is wearing."

Step 2 - Instruction
- a) Provide information - Tell each student what he/she is wearing (pants, shirt, blouse, shoes, socks, etc.).
- b) Model - Have students repeat the words for pronunciation.
- c) Check for understanding - Ask students to point to some pants, shirt, blouse, shoes, socks, etc.

Step 3 - Guided Practice
- a) Mass practice - Ask the whole class what each student is wearing (that person can stand in front of the class), asking each time "What is he/she wearing?
- b) Behavior in objective - Ask each student "What are you wearing?"
- c) Provide results - Praise when answered correctly.

Step 4 - Closure
- a) Final assessment - Walk around the class adding the color of each article of clothing a few students are wearing, and then ask the rest "What is he/she wearing?"
- b) Individual performance - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) "What are you wearing?"

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Either show pictures or actual samples of designs and types of materials and have students go through the Procedure for Teaching Vocabulary (p. 214). Then have students give examples of these materials and fabric types they might be wearing ("Who is wearing corduroy, jersey?" etc.). Have students now ask each other in groups of two

"What are you wearing?" to be answered in detail - color, fabric, design, and article of clothing.

b) Monitoring - Help where necessary and listen to each group.

c) Provide results - Praise when each student has finished as they ask each other for you.

III. CONTENT

1. List of vocabulary

What are you wearing? I'm _____.
What is he/she wearing? He/she's _____.

Articles of clothing.
Types of fabric.
i.e. corduroy
flannel
jersey
cotton
polyester
fleece
wool

Colors
Design
stripe
diagonal stripe
polka dot
squares
flower
geometric

2. Grammatical content

First, second, third person singular of the verb TO BE and wearing.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 16 (1-4)
2. Oxford Picture Dictionary, pp. 10-13
3. English for Adult Competency, Book I, pp. 109-110

V. TEACHER STRATEGIES

1. Students must know colors already.

2. This lesson usually does not present any special problems, except remembering so much vocabulary and for this reason can be split into three lessons: articles of clothing, types of fabric, designs.

Topic 2.6a Common Classroom Objects

I. UNIT OBJECTIVE (Lesson 2) TIME NEEDED 1-2 hours

Students will be able to name the objects in the classroom, and be able to ask and answer the question "What's this or that," using the proper demonstrative pronoun in the singular.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of things in the classroom, and how to ask someone the name of something you don't know."

Step 2 - Instruction
- a) Provide information - Walk around the classroom naming the objects therein, using this or that according to circumstance.
- b) Model - Have students repeat the names of the objects as you walk around again, four to five times.
- c) Check for understanding - Ask for the names of the objects in their native language to make sure they see what you are pointing at, and that they understand THIS vs. THAT.

Step 3 - Guided Practice
- a) Mass practice - Ask the students as a group "What's this/that?" repeating the words after them until they can say them readily - so they can repeat the sentence and get the correct pronunciation.
- b) Behavior in objective - Have students ask each other "What this/that?" in a chain (see Procedure for Chain Drill, p. 216).
- c) Provide results - Praise the answers when correct.

Step 4 - Closure
- a) Final assessment - Ask each student individually.
- b) Individual performance - Have students break up into small groups and ask each other.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Write the names of the objects on the blackboard as well as the questions "What's this?" and "What's that?" next to it. Ask students to copy down the words that would answer "What's this?" under one column with that at the top, and "What's that?"

under another column with that at the top, as when they practiced.

b) Monitoring - Walk around assisting and correcting.

c) Provide results - Correct the papers as the students finish.

III. CONTENT

1. List of vocabulary

blackboard
eraser (both kinds)
(piece of) chalk
book
notebook
(piece of) paper
pen
pencil
(calendar)
What's this?

window
door
light
desk
table
chair
(flag)
(map)
(ruler)
What's that?

2. Grammar

Verb TO BE in third person singular
Demonstrative pronouns - singular

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 1 (7-8)
2. Oxford Picture Dictionary, p. 18
3. English for Adult Competency, Book I, pp. 109-110

V. TEACHER STRATEGIES

1. There are usually no problems with this lesson, and it can be taught early on. Only about five objects at a time should be taught, adding five more then and so on until all are learned. See Procedure for Presenting Vocabulary, p. 215.

2. Students have a hard time saying "it's," "What's," "this" and "that."

3. Any other classroom objects may be added, or any of those listed may be deleted.

4. The "Guessing Game" can be played as described on p. 217.

Topic 2.6b Campus/School Setting
Topic 2.6c Community Locations and Agencies

I. UNIT OBJECTIVE (Lesson 3)

TIME NEEDED
2-3 hours

Students will be able to identify locations of certain offices and places at school and in the community.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we'll be learning where offices and rooms are at school and around town."

Step 2 - Instruction
- a) Provide information - With a map of the school, point out the location of classes, offices, the cafeteria, library, etc. on the map, first showing North, South, East, West and where you are.
- b) Model - Say the names pointing to the places on the map again, letting students repeat.
- c) Check for understanding - Ask students in their native language what the places are and what they are for.

Step 3 - Guided Practice
- a) Mass practice - Ask students "Where is (the) _____?" and have them point on individual maps.
- b) Behavior in objective - Have students ask each other in a chain.
- c) Provide results - Praise correct answers.

Step 4 - Closure
- a) Final assessment - Use a map of the town, city or community to point to the location of important community service offices. Ask "Where is (the) _____?", as students point to their own maps (real or figurative).
- b) Individual performance - Have students ask each other in a chain until they know the locations.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Ask students to point to the way they would walk from where they are in the classroom to different locations in the school, or from the school to different locations in the community. Have students practice in groups of two.
- b) Monitoring - Listen in on students and help.
- c) Provide results - Ask one student at a time to explain how to get to the locations at school and

in the community, giving each a turn and praising.

III. CONTENT

1. List of vocabulary

Where is (the) ____?
It's (or They're) ____
school
cafeteria
library
counselor's office
principal's office
nurse's office
gym
science
language
social science
math
music
art
drivers ed.
Bilingual office

town
post office
clinics
library
gas company
telephone
electricity
garbage
water
park
United Council of Spanish Speaking Services or similar
hospital
bus lines

2. Grammar

Verb TO BE in third person singular and plural
Demonstrative pronouns - singular

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lessons 23 and 24
2. Oxford Picture Dictionary, pp. 14-15.

V. TEACHER STRATEGIES

1. There might be some problem interpreting the maps of the school or the community, and students should understand north, south, east and west, and be able to transfer real direction to map directions.

2. School and community maps or reproductions are necessary.

Topic 2.7a Housing (Types of housing, rooms of a house, how much is the rent)

I. UNIT OBJECTIVE (Lesson 19) TIME NEEDED 7-8 hours

Students will be able to identify the different types of housing, rooms in a house or apartment, be able to state what they have, and what they want, and ask how much the rent is.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn the names of the places you can live, the rooms in them and the question to ask for how much it costs."

Step 2 - Instruction

a) Provide information - Use visuals P111-P113, or teacher-made pictures to name the different types of housing. (Include tepee and igloo, just to mention them.)
b) Model - Have students repeat as you go through the Procedure for Teaching Vocabulary (p. 214).
c) Check for understanding - Ask students what the types of housing are in their native language(s) to make sure they interpret the pictures correctly.

Step 3 - Guided Practice

a) Mass practice - Use the Procedure for Teaching Grammar (p. 215) to go through the questions ending with "What do you have?" "What do you want?"
b) Behavior in objective - While holding up the visuals or pictures, have students go through the procedure again as a chain drill (with you providing the clues where necessary in the negative). See Procedure for Chain Drill, p. 216.
c) Provide results - Praise when questions and answers are correct.

Step 4 - Closure

a) Final assessment - Use Procedure for Teaching Vocabulary (p. 214) to teach students the names of the rooms in a house or apartment using visuals P86, P89, P120-P123 or similar visuals. Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) "What rooms do you have in your house (or apartment)?"
b) Individual performance - Have students ask each other in groups of two, "What do you have, a

house or an apartment?" "Do you want (the other)?" "What rooms do you have in your ___?" "What rooms do you want?"

Step 5 - Independent Practice

a) Mass practice to distributed practice - Pick two of your best students or volunteers to do the following role play at a Realtor's office.

Student 1: I have an apartment, but I want a house.
Student 2: What rooms do you want?
Student 1: I want _____________ (up to the student).
How much is the rent?
Student 2: It's __________.

Have them switch roles, and then write the basic sentences on the board. Have the class divide into groups of two and practice the role plays.

b) Monitoring - Help where necessary.

c) Provide results - Have each group do their role play for everyone else and praise.

III. CONTENT

1. Vocabulary

room
apartment
house
Do you have/want ___ or ___?
Do have have ....?
What do you have?
Do you want ....?
What do you want?
I have .... but
I want ....

bedroom(s)
bathroom(s)
dining room (area)
kitchen
living room
family room
closet(s)
garage
service porch

2. Grammar

First and second person verb TO HAVE, TO WANT in yes/no questions, information questions, affirmative and negative short answers, affirmative statements.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 12 (1-4), 13 (1-8)
2. Visuals, P111-P113, P86, P89, P120-P123

V. TEACHER STRATEGIES

1. This is one of the first lessons that will be using the present tense, which is always troublesome because of the auxiliary "Do." It must be explained that "Do" is a word necessary to write questions, negatives, or use in short answers, but it doesn't translate (it is not a synonym of the verb TO MAKE in this case - a frequent confusion). Students have to practice using the auxiliary in questions.

2. The lesson itself usually poses no problems, except that the pronunciation of bedroom and bathroom are difficult and sound the same when students aren't careful with the vowels and 'd' vs. 'th.'

Topic 2.7b Furniture

I. UNIT OBJECTIVE (Lesson 20) — TIME NEEDED 2-3 hours

Students will be able to identify the furniture and appliances that go into the various rooms of a house or apartment.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of the furniture and appliances for the home."

Step 2 - Instruction
a) Provide information - Use the visuals P86, P120-P121, P249-P252, and go through the pictures naming the pieces of furniture or appliances.
b) Model - Have students repeat the names going through them again.
c) Check for understanding - There is usually no misunderstanding, but allow students to ask questions.

Step 3 - Guided Practice
a) Mass practice - Go through Procedure for Teaching Vocabulary (p. 214), until students know names of items well.
b) Behavior in objective - Have students ask each other in a chain if they have the item in the picture (follow Procedure for Chain Drill, p. 216).
c) Provide results - Praise correct form of questions and answers.

Step 4 - Closure
a) Final assessment - Go through the Procedure for Teaching Grammar (p. 215). Go through the steps to reach "What does he/she have in the living room?"
b) Individual performance - Have students break up into groups of two and write down the names of the rooms in their houses or apartments, asking each other "What rooms do you have in your house?" Then have them ask, "What furniture or appliances do you have in __________?" (room).

Step 5 - Independent Practice
a) Mass practice to distributed practice - Ask one or two students what furniture their partner has in one or two rooms. Then have them switch papers with other groups and ask each other in groups

of two what furniture their fellow students have in their various rooms.

b) Monitoring - Help students and listen in on their conversations.

c) Provide results - Call on each student to tell you what someone else has in one room.

III. CONTENT

1. List of vocabulary

What rooms do you have in your __________?
What furniture do you have in __________?
What furniture does he/she have in __________?

sofa loveseat chair coffee table	living room set
table chairs	dining room set
bed corner tables	bedroom set
refrigerator stove toaster blender mixer	kitchen appliances
washer dryer iron	service porch/ garage appliances
television lamps radio stereo	

2. Grammar

Verb TO HAVE third person singular in questions and affirmative statements using irregular HAS

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Visuals, P86, P120-P121, P249-P252
2. Oxford Picture Dictionary, pp. 28-33

V. TEACHER STRATEGIES

1. Again, using the auxiliary is very troublesome here, especially now that it's "does."

2. Special attention must be paid to "has" and "does.... have," but it takes time and a lot of practice to finally use them correctly. Students must not despair and constantly have to be given pep talks.

Topic 2.7c Description

I. UNIT OBJECTIVE (Lesson 21)

TIME NEEDED
1-1½ hours

Students will be able to describe their houses, and rooms as being either big, small or medium-sized and be able to answer with the correct form of the verb TO BE or TO HAVE.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to talk about whether your houses or apartments, and the rooms you have are big, small or medium-sized."

Step 2 - Instruction
a) Provide information - Use three objects that are the same, except for their sizes. Hold up each in turn saying the size is small, medium-sized or large.
b) Model - Have students repeat the words as you hold each object again.
c) Check for understanding - Ask students to point to the various sizes to see if they understand. Make sure that they realize that the three objects are otherwise exactly the same; that there is no difference except in size.

Step 3 - Guided Practice
a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214). Use a different set of objects to teach small, medium-sized, and large. End with the question "What size is this? It's _____."
b) Behavior in objective - Use a sheet with objects drawn on it that are the three sizes. Have students ask each other in a chain "What size is this?" pointing to one or another. (See Procedure for Chain Drill, p. 216.)
c) Provide results - Praise correct questions and answers.

Step 4 - Closure
a) Final assessment - Tell students about your house or apartment, whether the rooms are small, medium-sized or large. Then ask them. The questions should be a mixture of TO BE and TO HAVE, i.e. "Do you have a large house? Are the bedrooms large or small? Do you have a large or a small kitchen? What size is the living room?", etc.

b) Individual performance - Have students ask each other about their houses, writing down the rooms they have and the size of each. You can write on the board: "Do you have a large or small house? What rooms do you have? What size are the rooms?"

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students exchange their papers with students in other groups. Then call on two students to each answer the questions: "Does he/she have a large or small house?" "What rooms does he/she have?" "What size are the rooms?" Then have students ask each other the questions in groups of two.
b) Monitoring - Walk around listening and helping.
c) Provide results - Praise students as you listen to them.

III. CONTENT

1. List of vocabulary

Do you have a large or a small house?
What rooms do you have? (he/she has)
What size are the rooms of the house?
Rooms of the house
small (little) medium-sized large (big)

2. Grammar

TO HAVE (has, have)
TO BE (is [it], are [they])

IV. RESOURCES - SUPPLEMENTAL RESOURCES

NONE

V. TEACHER STRATEGIES

1. The purpose of this lesson is for students to learn how to answer questions in the present tense correctly. Now that they have learned TO BE, and the present tense verb TO HAVE with its auxiliaries, they need to practice them when they're mixed in normal speech. They tend to mix them up, and giving them the clue of trying to listen to the question word helps. If the question has TO BE in the beginning "Is it big? Are they small?", they answer with the verb TO BE: "Yes, it is," "Yes, they are." If the question has "Does," the answer uses "does" and the same goes for "Do." Students will need a lot of practice and reminding.

2. Students can be told that "little" and "large" are synonyms and they can be used instead here if desired.

Topic 2.8a Food and Money

I. UNIT OBJECTIVE (Lesson 13) TIME NEEDED 3-4 hours

Students will be able to name common foods and classify them into the four food groups, using the correct form of the singular or plural demonstrative.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn the names of some common foods eaten in this country and the four food groups to which they belong."

Step 2 - Instruction

a) Provide information - Use visuals P58-P64, or teacher-made pictures, and/or the real fruit or vegetable and name each item several times (only the singular).

b) Model - Have students repeat the names.

c) Check for understanding - Ask students if they have any questions. Sometimes the drawings of foods aren't clear enough and to others the food is totally unfamiliar, so translations, and/or descriptions are often necessary.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214). End with "What's this/that?" (For 'that,' have some pictures away from you - either held by students or placed against the blackboard, etc.)

b) Behavior in objective - Have students ask each other in a chain "What's this/that?" (See Procedure for Chain Drill, p. 216.)

c) Provide results - Praise correct questions and answers.

Step 4 - Closure

a) Final assessment - Use the Procedure for Teaching Grammar (p. 215). Go through the questions with the plural food items using "these" only, and having a chain drill after each step. (See p. 216.)

b) Independent practice - Distribute plural items (visuals P66-P70) around the class and have students ask in a chain "What's this?" "What are these?" Then, to a picture a classmate is holding, "What's that/What are those?"

Step 5 - Independent Practice

a) Mass practice to distributed practice - Write the four food groups on the board as headings explaining what they are and that a person should eat a certain amount from each food group a day. In a fifth column write the names of the fruits and vegetables you have just taught. Put some of the food items into the correct column (these will be fruits and vegetables), then ask students to name items for the other columns (bread, tortillas, meat, fish, eggs, milk, cheese, etc.).

b) Monitoring - Help students if necessary.

c) Provide results - Call on each student to name an item he or she added to each column, and praise correct answers.

III. CONTENT

1. List of vocabulary

What's this/that? It's ____.
What are these/those? They're ____.
Fruits Vegetables
Four food groups:
meat, etc. - cereals and grains - dairy products - fruits and vegetables.

2. Grammar

TO BE
Demonstratives

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lesson 7.
2. Visuals, P57-P62, P68-P70.
3. Oxford Picture Dictionary, Part of p. 20.
4. English for Adult Competency, Book I, pp. 36-38.

V. TEACHER STRATEGIES

1. Again, only five items at a time should be presented and others added as these are learned.

2. As with "this" and "that," "these" and "those" are difficult to pronounce because of the "th" sound. In addition "this" vs. "these" is terribly difficult to distinguish, and only time will help resolve the problem.

3. Foods that are unfamiliar to students can be brought in (artichoke is one, kiwi fruit is another, that students in high numbers have never tasted).

Topic 2.8b Table Setting

I. UNIT OBJECTIVE (Lesson 14) TIME NEEDED
(Lesson 7 for High School) 1-2 hours

Students will be able to name the utensils in a table setting, be able to place them correctly by a plate, and be able to ask for a missing utensil using TO NEED.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to learn the names of the utensils used for eating and how to ask somebody for one if it's missing."

Step 2 - Instruction
- a) Provide information - Use a complete set of utensils, a napkin and glasses, and name each one as it is picked up and displayed.
- b) Model - Have students repeat the name of each.
- c) Check for understanding - Ask students if they have any questions, though the lesson is usually very clear.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214), until students can name the objects readily, being able to answer "What's this?"
- b) Behavior in objective - Have students ask each other in a chain "What's that?" as you hold the object up (see Procedure for Chain Drill, p. 216).
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Draw on the board (or use a picture) the correct placement for each object in the table setting. Break up the class into as many groups as table settings you can bring in. Have the groups help one person at a time set the objects correctly.
- b) Individual performance - Have one student set the table withholding one of the utensils, and have the next say which is missing.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Pick two students to do a role play where one is the waiter/waitress and the other the customer. Then have one set the table with one item miss-

ing, and the other ask for it by saying "I need a ____."

b) Monitoring - Help if necessary.

c) Provide results - Correct as you listen in on the groups.

III. CONTENT

1. List of vocabulary

(dinner) knife
steak knife
tablespoon (soup spoon)
teaspoon
dinner fork
salad fork
napkin
(water) glass

What's this?
It's a ____.

2. Grammar

TO BE
TO NEED - I need a ____.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Only part of Oxford Picture Dictionary, p. 30

V. TEACHER STRATEGIES

1. This is a short lesson that can be taught very early on, as soon as students know third person TO BE. It's a very necessary lesson for the high school students who must ask for utensils at the cafeteria.

2. The teacher can decide what to include in the table setting.

Topic 2.8c Ordering Food

I. UNIT OBJECTIVE (Lesson 17) TIME NEEDED 1-2 hours

Students will be able to order food from a menu, asking and answering questions with TO WANT and TO LIKE.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn how to order food at a restaurant or cafeteria."

Step 2 - Instruction
- a) Provide information - Use a menu (ESL, L. 10, p. 8 reproduced or similar) to read the items with prices as you point to them.
- b) Model - Have students repeat words.
- c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice
- a) Mass practice - Use the Procedure for Teaching Grammar (p. 215). Go through the questions with the food items. End with "What do you Like?" and "What do you want?" (first and second person only).
- b) Behavior in objective - Have students break up into groups of three to four and do a role play where one is the waiter/waitress and the others are the customers. Have the customers ask each other what they like and then the waiter ask them what they want.
- c) Provide results - Praise students as you walk around listening and helping.

Step 4 - Closure
- a) Final assessment - Use the menu from English for Adult Competency, pp. 42-43. Go through the Procedure for Teaching Grammar (p. 215). End with "What does he/she like?" and "What does he/ she want?"
- b) Individual performance - Have students break up into the same groups as before and have them talk about what one of their spouses, children or parents likes. Again, but writing it all down, the waiter will ask what they want.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Use the order lists to do a role play with your two best

students or volunteers where one is the waiter and the other is the cook (chef). Have the chef ask "What do they want?" and the waiter read off from his/her list "They want...."

b) Monitoring - Assist if necessary.

c) Provide results - Listen in on the groups and praise correct questions and answers.

III. CONTENT

1. List of vocabulary

What do you like/want?	I like/want....
What does he/she like/want?	He/she likes/wants....
What do they like/want?	They like/want....

Foods from hamburger stand.
Foods from small restaurant.

2. Grammar

TO LIKE
TO WANT
First, second person singular, third person singular and plural, all questions and answers.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

1. Delta System's ESL, Lessons 14 and 15.
2. Oxford Picture Dictionary, p. 51.
3. English for Adult Competency, Book 1, pp. 42-43.

V. TEACHER STRATEGIES

1. Students should already know how to conjugate the verb TO WANT from a previous lesson and have encountered a third person conjugation (lessons on furniture).

2. This lesson is further practice with a different verb, but third person conjugations (remembering when to add "s" and when not to) will be troublesome still and will continue to be.

Topic 2.8d Money and
Topic 2.8e How Much/Many?

I. UNIT OBJECTIVE (Lesson 18)

TIME NEEDED
1-2 hours

Students will be able to identify the coins used in the U.S., state their worth, and be able to ask "How much or how many?" according to circumstance.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of the coins in the U.S. and when to ask "How much?" or "How many?".

Step 2 - Instruction
- a) Provide information - Take one each of a coin (from penny to dollar, if possible), hold up and say name.
- b) Model - Go through the names again having students repeat this time.
- c) Check for understanding - Ask students if there are any questions (especially about a "Dollar" being called a "buck").

Step 3 - Guided Practice
- a) Mass practice - Use the reproduced picture (or similar) from p. (6) 1 of Delta System's ESL and go through the Procedure for Teaching Grammar (p. 215). Ask "Is a penny five cents or one cent?" "How much is a penny?" until all can answer with ease.
- b) Behavior in objective - This time the students will ask each other in a chain (see Procedure for Chain Drill, p. 216) as you hold up the coins and get them started by modeling the question and answer. (The negative questions can be skipped - they're very hard to do in a chain.)
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Have students take all the money they have (dollars and under) out of their pockets and purses and you ask each "How many pennies/nickels/etc. do you have?" then "How much money do you have there?"
- b) Individual performance - Have them ask each other the same questions after practicing them a couple of times.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Write a list of food items on the board consisting of non-count nouns with amounts and then a list of count nouns with numbers (as in Content, section III). Ask "How much _____ do you have?" or "How many _____ do you have?" with two to three from each list. Then call on two to three students to ask one from each list. Then students should divide into groups of two and ask each other the questions, mixing up items from each list.

b) Monitoring - Walk around assisting.

c) Provide results - Write a list of new items on the board, count and non-count nouns, mixed together (see Content, section III). Have students divide them into groups headed by How much? or How many? on a sheet of paper. Correct as they turn them in.

III. CONTENT

1. List of vocabulary

penny
nickel
dime
quarter
half-dollar
"buck"
"dough"

How many _____ do you have?
How much money do you have?

Non-count	Count
5 lbs. rice	2 oranges
1 lb. coffee	3 apples
1 lb. sugar	5 tomatoes
5 gal. water	1 dozen bananas
1 gal. milk	½ dozen eggs

Mixed together

40 cookies
1 gal. ice cream
15 candy bars
2 gal. punch
5 lbs. candy
2 cakes
20 cans of soda

2. Grammar

TO BE - third person singular
TO HAVE - first and second person singular

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lessons 6 and 10 (7-8)

V. TEACHER STRATEGIES

1. If students ask what distinguishes items that need "how many?" vs. those that need "How much," the difference between count and non-count nouns can be explained. The concept of quantities that cannot be counted is not difficult.

Topic 2.9 Body Parts and Illness (body parts and right/left distinction)

I. UNIT OBJECTIVE (Lesson 15)

TIME NEEDED
3-4 hours

Students will be able to identify all important body parts and make left/right distinction.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of the parts of the body."

Step 2 - Instruction
- a) Provide information - Name five body parts at a time. Go from the face and head down to the toes. Wait to go on when students can recognize, name and point to correct body part.
- b) Model - After naming body part, let students repeat, several times for difficult names.
- c) Check for understanding - Ask students for questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214). End with the question "What's this?" or "What are these?" leading them with the answer.
- b) Behavior in objective - Ask students to point to the body part you name.
- c) Provide results - Praise correctness.

Step 4 - Closure
- a) Final assessment - Have students ask each other in a chain to point to the left or right body part they name (see Procedure for Chain Drill, p. 216). If they start repeating themselves you tell them which one to ask for.
- b) Individual performance - Have students divide into groups of two and practice asking each other to point to a left or right body part.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students ask each other in a chain "What's this" or "What are these?" (see Procedure for Chain Drill, p. 216).
- b) Monitoring - Help students when they can't remember names or ask same body parts again and again. Point to something they haven't asked yet.

c) Provide results - Praise correct answers.

III. CONTENT

Head

- hair
- forehead
- eyebrow(s)
- eye(s)
- nose
- cheek(s)
- ear(s)
- mouth
- lip(s)
- tooth (teeth)

What's this?
What are these?

Point to your _____.

Left-Right

Point to your left/right _____.

Body

- neck
- chest
- shoulder(s)
- arm(s)
- elbow(s)
- wrist(s)
- hand(s)
- finger(s)
- stomach
- back
- leg(s)
- knee(s)
- ankle(s)
- foot (feet)
- toe(s)

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Before Book One, pp. 44-47
English for Adult Competency, p. 53
(Add names that are missing)
Delta System's ESL, Visuals P98-P108

V. TEACHER STRATEGIES

1. Students need to spread this lesson over two to three days to really remember all the parts. Review once in a while. The most fun way to review is with games, such as "Around the World," or "Simon Says" (see p. 217 and p. 218).

2. When you teach left/right make sure your back is to students when you first show them your left and your right. After that you can turn around.

Topic 2.9 Common Ailments

I. UNIT OBJECTIVE (Lesson 16)

TIME NEEDED
2-3 hours

Students will be able to identify common ailments from pictures and be able to describe symptoms when asked "What's the matter?"

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of ailments so you can tell the doctor what's wrong when you're sick."

Step 2 - Instruction
a) Provide information - Use visuals P98-P108 to name the ailments of the first four as a group, then the following six when those are learned.
b) Model - Have students repeat the names several times.
c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice
a) Mass practice - Follow the Procedure for Teaching Vocabulary (p. 214). Ask: 1) "Do you have a headache?" (Yes); 2) "Do you have a headache?" (No); 3) "Do you have a headache or a backache?"; and 4) "What's the matter?" using the visuals.
b) Behavior in objective - Use the visuals and questions 1, 3, and 4 above for a chain drill (see Procedure for Chain Drill, p. 216).
c) Provide results - Praise correct questions and answers.

Step 4 - Closure
a) Final assessment - Use p. 54 of English for Adult Competency to add new ailments seen in these visuals. Follow the Procedure for Teaching Vocabulary, p. 214.
b) Individual performance - Have a chain drill as before with ailments (visuals from ESL and p. 54).

Step 5 - Independent Practice
a) Mass practice to distributed practice - Have students divide into groups of two and ask each other "What's the matter?" after using two students as examples. Use all the visuals (students can use pages of ESL, (11) 1 and 3).

b) Monitoring - Assist students as they practice.
c) Provide results - Call on groups to ask and answer questions as you point to visual, and praise correct questions and answers.

III. CONTENT

ESL (11) 1 and 3	English for Adult Competency, p. 54
(Have) headache	(Have) headache
toothache	toothache
stomach ache	earache
backache	stomach ache
sore arm	backache
sore shoulder	a cold/the flu
sore elbow	the measles/a rash
sore leg	broken arm
sore knee	(Be) choking
sore ankle	bleeding
What's the matter?"	unconscious/fainted (faint)

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 11
English for Adult Competency, p. 54

V. TEACHER STRATEGIES

1. This lesson is used in ESL to introduce the Present Tense of verbs other than TO BE, and is simple enough to be used for such here too.

2. For subsequent reviews, provided the other conjugations have already been learned, the question can be changed to "What's the matter (with him/her/them)?"

3. Students should not see the written words before they pronounce them correctly, or they will pronounce the "ch" as "ch" and not "k." When the words are seen and students can read them correctly, a phonetic pronunciation can be written (headache - [jéd-eik] for Spanish speakers).

4. This lesson often brings on discussions about health care, where to find doctors who speak the native language, home cures, etc. and can offer an opportunity to help people to get care and hear about latest medical techniques (like the Heimlich maneuver for choking) and basic first-aid practice.

Topic 2.10a Present Progressive with Common Activities
(common activities in the school setting)

I. UNIT OBJECTIVE (Lesson 22)

TIME NEEDED
2-3 hours

Students will be able to describe their ongoing actions in the classroom.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn how to say what we're doing, like 'I'm talking, and you're listening. I'm standing and you're sitting.'"

Step 2 - Instruction

a) Provide information - Mime the action, say what you're doing as you do it. Describe only five actions at a time until learned, then add five more.
b) Model - Have students repeat verb several times, miming the action if possible.
c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214). End with "What am I doing?" You're _____." (First and second person singular.)
b) Behavior in objective - Go through the Procedure for Teaching Grammar (p. 215). End with "What am I doing? You're _____." (first, second person singular.)
c) Provide results - Praise correct questions and answers.

Step 4 - Closure

a) Final assessment - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) "What are you doing?" pointing to a visual.
b) Individual performance - Have students divide into groups of two and ask each other "What are you doing?" pointing to a visual.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students divide into groups of two. Play the "Guessing Game" (p. 217) with one student miming an action and the other trying to guess what it is. Show the students how to do it using a couple of students as examples after you yourself do an example.

b) Monitoring - Walk around assisting.

c) Provide results - Have each student come to the front of the class and mime an action and call on someone to guess what it is.

III. CONTENT

1. Vocabulary

standing (up)
sitting (down)
talking
speaking
listening
learning (English)
reading
writing

smiling
thinking (in English) (about _____)
practicing
asking
answering
looking
walking
erasing

What are you doing? I'm _____.
What am I doing? You're _____.

2. Grammar

Present progressive, first and second person singular.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 18
Oxford Picture Dictionary, some pp. 64-66

V. TEACHER STRATEGIES

1. Students seem to either have trouble remembering to use the TO BE conjugation or add the -ing to the verb. They need a lot of practice to learn it.

2. Any other verbs students suggest can be added to the list.

3. This verb form works exactly the same as in Spanish, but is used more often. Students have to be told that any action taking place at that moment, no matter when it began, must be described in this way.

Topic 2.10b Common Activities in the Home

I. UNIT OBJECTIVE (Lesson 23)

TIME NEEDED
2-3 hours

Students will be able to describe some actions done in the home as ongoing.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn to describe actions done at home."

Step 2 - Instruction
- a) Provide information - Use visuals, P96, P97, P147, P167, or similar visuals to describe the actions taking place, five at a time until learned. Then add more. Use third person.
- b) Model - Have students repeat for pronunciation several times.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through Procedure for Teaching Vocabulary (p. 214). End with "What is he/she doing?" using third person singular only.
- b) Behavior in objective - Praise correct questions and answers.
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) as you show the visuals.
- b) Individual performance - Have students divide into groups of two and ask each other "What is he/she doing?"

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have five students come up to the front of the class and play "Hot potato" holding five different visuals of activities or pointing to activities in one visual (see "Hot Potato" game, p. 217). Then have the rest of the class divide into groups of four to five and play the game by themselves.
- b) Monitoring - Help students going from group to group.

c) Provide results - Praise students as you listen to them in the groups.

III. CONTENT

1. Vocabulary

Vocabulary	Visual
She's answering the door. He's asking questions. He's selling something.	P96
He's sitting in the livingroom. He's watching T.V.	P97
Joe's drying the dishes. Lucy's washing the dishes. Joe's helping her. Mrs. Kim is cleaning house. She's vacuuming the bedroom.	P147
Mrs. Kim's fixing breakfast in the kitchen. Lucy's getting dressed in the bedroom. Joe's brushing his teach in the bathroom. Mr. Kim's shaving in the bathroom.	P167

What is he/she doing? He/she is _____.

2. Grammar

Present progressive, third person singular.

IV. RESOURCES - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lessons 17 and 20, Visuals P96, P97, P147, and P167.

Oxford Picture Dictionary, some pp. 64-66

V. TEACHER STRATEGIES

1. This lesson usually presents no problems.

Topic 2.10c Common Activities in the Community (including transportation)

I. UNIT OBJECTIVE (Lesson 24)

TIME NEEDED
2-3 hours

Students will describe some ongoing actions that take place in the community.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn how to describe actions that are done around the community."

Step 2 - Instruction
- a) Provide information - Use visuals P11, P12, P21, P40, P72-P78, P150-P152, P154, P156, P199, or similar visuals to describe the actions taking place in third person singular or plural. Do five at a time.
- b) Model - Have students repeat for pronunciation.
- c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through Procedure for Teaching Vocabulary (p. 214). End with "What is he/she (are they) doing?"
- b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) as you hold up the visual.
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Go through the Procedure for Teaching Grammar (p. 215). Use first and second person singular and plural.
- b) Individual performance - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) as you hold up the visual.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students break up into groups of two and ask each other in first and second person, singular and plural, "What are you doing?"
- b) Monitoring - Help students if necessary.
- c) Provide results - Praise questions and answers as you walk around assisting.

III. CONTENT

1. Vocabulary

She's (I'm) typing a letter; learning to type.
She's (I'm) selling a dress.
He's (I'm) giving a haircut; getting a haircut.
She's (I'm) sewing a dress; learning to sew.
She's (I'm) shopping at the market.
He's (I'm) cashing a check.
He's (I'm) mailing a package.
She's (I'm) buying a dress.
She's (I'm) giving a shampoo; getting a shampoo.
She's (I'm) washing the clothes; doing the laundry.
They're (we're) buying plane tickets.
They're (we're) doing the shopping.
They're (we're) visiting a friend at the hospital.
She's (I'm) taking an order; he's (I'm) ordering some food.
He's (I'm) parking the car; _____ learning to drive.
He's (I'm) playing golf; _____ learning to play golf.
He's (I'm) diving; _____ learning to dive.
She's (I'm) drawing; _____ learning to draw.

IV. RESOURCES

Delta System's ESL, Lesson 18
Visuals P11, P12, P21, P40, P72-P78, P150-P152, P154, P156, P199
Oxford Picture Dictionary, some pp. 64-66

V. TEACHER STRATEGIES

1. To differentiate between "you" singular and plural, point to only one person, or make a sweeping motion with your hand to encompass the whole class. Sometimes students have to be made aware that you'll do this and why.

C. TEACHER STRATEGIES FOR INTERMEDIATE LEVEL E.S.L.

The teaching approach and method used in the Beginning Level E.S.L. is continued in Intermediate Level E.S.L. Delta System's ESL, lessons 21-40 and the beginning lessons of S.O.S. (Oxford University Press) are used. Students continue to learn survival language. The main grammatical context is the past. The "Statement of Objective" in Step 1 of the Five-step Lesson Plan is now said in English. As many instructions are told or read in English as is possible. Live Action English for Foreign Students can still be used or reviewed during a warm up. Events are retold in the past tense.

Although the lessons are based on ESL 21-40, they are not dependent on them. The lessons from S.O.S. are very complete, and actually repeat basic survival lessons already seen in ESL. At the intermediate level of competence, where vocabulary and review of structures is stressed, a book like S.O.S. does not need to be supplemented very much. Where it does, possible materials are mentioned in the lessons. If the instructor prefers not to use S.O.S., any text for high intermediates that stresses oral communication and vocabulary acquisition would be satisfactory.

ESL is used as a reinforcement for lessons, especially for reading and writing. There is a section for evaluation (including oral evaluation) at the end of ESL. If the instructor does not wish to use ESL, another book can be used in its place, or materials for reading and writing can be developed. Students who have missed class through absences or who entered late can use tapes made from ESL or from other books.

Depending on the circumstances, the grammatical sequence in the intermediate level of ESL should include:

- Polite use of the conditional would
- Statements using the Simple Present for repetitive actions
- Yes/no questions using the Simple Present for repetitive actions
- Information questions WHAT, WHERE, WHY using the Simple Present for repetitive actions
- Questions and answers using frequency adverbs
- Questions and answers using two-part verbs
- Questions and answers using two-word verbs
- Statements using "I think" followed by a clause
- Statements using the possessive 's.

- Can, can't, cannot in question and answers
- Past Progressive in questions and answers
- Statements using regular verbs in the Simple Past
- Yes/no questions in the Simple Past
- Short answers in the Simple Past
- Information questions in the Simple Past
- Long answers in the Simple Past
- Questions and answers using irregular verbs in the Simple Past
- Statements and questions using indefinites
- Questions using How long with the Present Perfect
- Requests and advise using conditional should
- Requests using "must"

D. INTERMEDIATE LEVEL LESSON PLANS

Topic 1.1 Use the Telephone

a) Respond to conventional greetings, leave-takings and questions (i.e. Is Maria there?)
b) Handle wrong numbers
c) Get numbers from directory assistance.

I. UNIT OBJECTIVE (Lesson 5) TIME NEEDED 2-3 hours

Students will be able to respond correctly to conventional greetings, leave-takings and questions, handle wrong numbers and get numbers from directory assistance.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn what to say on the telephone."

Step 2 - Instruction

a) Provide information - Use a typical telephone conversation copied on the board or distributed on sheets to have students read along as you read section A (see section III, Content) aloud.
b) Model - Have students repeat any unknown words.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - You and the class each take one of the roles of caller or person answering, and then switch.
b) Behavior in objective - Have students divide into groups of two and practice the conversations.
c) Provide results - Call on students and ask them what they would answer in certain situations, or ask in others.

Step 4 - Closure

a) Final assessment - Have two students practice wrong numbers from section B. Have students practice them in groups of two.
b) Individual performance - Have two students practice section C of the conversations dealing with getting a number from directory assistance. Have students practice them in groups of two.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have two students show the rest of the class what you want them to do - the caller (student two) will pick any conversation at random and the person answering the phone (student one) will have to give the appropriate answer.

b) Monitoring - Walk around and assist.

c) Provide results - Call on students with different circumstances and ask how they would answer.

III. CONTENT

A. Vocabulary

Section A -

Student 1 - Hello?
Student 2 - Could I speak to Mr. Jones?
Student 1 - I'm sorry. He isn't in. Can I take a message?
Student 2 - Yes. Tell him Mr. Smith called, and to call me back before 5:00 p.m. at 555-3210.
Student 1 - Could you repeat that please?
Student 2 - Yes. 555-3210.

Student 1 - Hello?
Student 2 - Can I speak to Maria?
Student 1 - Yes, just a second.

Student 1 - Hello?
Student 2 - Can I speak to Ann Smith?
Student 1 - She isn't in.
Student 2 - I need to speak to her today.
Student 1 - She'll be back at 3:30. Call then.
Student 2 - All right. Thank you.

Section B -

Student 1 - Hello?
Student 2 - Mabel?
Student 1 - I'm sorry. You must have the wrong number.
Student 2 - Sorry.

Student 1 - Hello?
Student 2 - Mabel?
Student 1 - I'm sorry, you still have the wrong number.
Student 2 - Is this 555-3210?
Student 1 - Yes, but there's no Mabel here. It must be a different number.
Student 2 - I'm sorry.

Section C -

Student 1 - Directory assistance. City, please?
Student 2 - Antioch.
Student 1 - Yes?
Student 2 - I'd like the number of Mercedes Arroyo.
Student 1 - Spell the last name, please.

Student 2 - A - R - R - O - Y - O
Student 1 - Repeat the first name, please.
Student 2 - Mercedes. M - E - R - C - E - D - E - S
Student 1 - The number is 923-5542.
Student 2 - Thank you.
Student 1 - You're welcome.

B. Grammatical Content

Polite use of conditionals Would and Could
Command forms
Future
Must

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lessons 34 (4-8)
English for Adult Competency, Book II, pp. 15-18.

V. TEACHER STRATEGIES

1. The grammatical forms used are very advanced, but should be recognized. If asked, a simple explanation can be given - "it's a polite form," "it's the future," "it means such and such in your language," etc.

2. Students can vary their answers if the same meaning is achieved. The point is to learn how to answer given certain circumstances.

Topic 1.2 Work and Entertainment
a) Leisure time
c) Play

I. UNIT OBJECTIVE (Lesson 1)

TIME NEEDED
2-3 hours

Students will be able to describe the frequency with which they participate in leisure time activities.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn to say how often we do fun things."

Step 2 - Instruction
- a) Provide information - Use visuals P74, P97, P171-P174, P193-P194, P200-P201, P203 or similar visuals to name different leisure time activities.
- c) Check for understanding - Have students repeat several times.

Step 3 - Guided Practice
- a) Mass practice - Use Procedure for Teaching Vocabulary, p. 215, to go through the leisure time activities.
- b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) "What do you do on weekends?"
- c) Provide results - Praise students for correct questions and answers.

Step 4 - Closure
- a) Final assessment - Write on the board a list of frequency adverbs, from "never" to "always" and explain the degrees of variation. Now go down line of students asking "How often do you...?" holding up a visual.
- b) Individual performance - Have students ask each other in a chain "How often do you...?" as you hold visual up.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students divide into groups of two and ask each other how often they participate in the leisure time activities named.
- b) Monitoring - Walk around assisting.
- c) Provide results - Praise students for correct questions and answers.

III. CONTENT

A. Vocabulary

P74	I go shopping.
P171	I go to the movies.
P172	I go to the beach.
P173	I visit friends.
P174	I go to a restaurant.
P193	I play cards.
P194	I play ping-pong
P200	I go to a museum.
P201	I go to a sports event.
P203	I go to the zoo.
P97	I watch T.V.

always
often-frequently
sometimes
rarely-infrequently
never
once, twice a week, month, year, every day

B. Grammar

Present tense of PLAY, WATCH, VISIT
Present tense of irregular verb GO
in first and second person singular

Frequency adverbs

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lessons 21 and 23
Visuals, P74, P97, P171-P174, P193-P194, P200-P201, P203

V. TEACHER STRATEGIES

1. Teacher-made visuals can be made of the types of activities most of the students do, such as dancing, going to parties, going to concerts, etc.

2. If the frequency adverbs cannot be understood with an English explanation (such as "rarely is once or twice a year"), then a translation can be given, but most of the time it isn't necessary.

3. This lesson can be used to practice the past tense once it has been learned and students are ready to learn irregular verbs, "I went shopping."

Topic 1.2 Work and Entertainment
b) Work schedule

I. UNIT OBJECTIVE (Lesson 13)

TIME NEEDED
1-2 hours

Students will be able to ask and answer questions about work and break schedules.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn to talk about work schedules, yours or your spouse's, and how to ask when you're looking for a job."

Step 2 - Instruction

a) Provide information - Use visuals P181, P178, P244, write the work schedule on the board (see Content, section III), and read each one aloud.
c) Check for understanding - Have students repeat for pronunciation.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Grammar ending with "What time do you begin work/take a break/go to lunch/get off?" Use first and second person singular.
b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216). Use real answers or answers from board.
c) Provide results - Praise correct questions and answers.

Step 4 - Closure

a) Final assessment - Go through the Procedure for Teaching Grammar, p. 215 with third person singular. Ask the same questions.
b) Individual performance - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216). Use real answers about their husbands, wives, or grown children, or answers from the board.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have two students do a role play where one is an employer and the other asks about the schedule at work, asking the questions in first person ("What time do I begin work?" etc.) and answering in second person. Then have the rest of the class practice in groups of two.

b) Monitoring - Walk around assisting.
c) Provide results - Have students perform role plays for the rest of the class.

III. CONTENT

A. Vocabulary

P244	I begin work at 7:30 a.m.
P181	I take a break at 9:45 a.m.
P178	I eat lunch at 12:00 p.m. (at noon)
P244	I begin work again at 12:30 p.m.
P181	I take a break at 2:15 p.m.
P244	I get off at 4:00 p.m.

What time do you ____?
What time do I ____?
(Also third person)

B. Grammar

Present tense
Two-part verb - get off

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 33 (5-8)
Visuals, P178, P181, P244

V. TEACHER STRATEGIES

1. This lesson can serve as an introduction to or a part of the series of lessons on looking for a job. It is also a review for present tense verbs and telling time.

Topic 1.3 Travel and Transportation
a) Airplane and bus schedules
b) Names of types of transportation

I. UNIT OBJECTIVE (Lesson 2) TIME NEEDED 2-3 hours

Students will be able to name types of transportation and interpret schedules.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of types of transportation and how to read schedules."

Step 2 - Instruction
- a) Provide information - Use teacher-made pictures, or similar pictures, of the types of transportation, naming each one several times.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Using the Procedure for Teaching Vocabulary, p. 214, go through the visuals. End with the question "What's this?"
- b) Behavior in objective - Use the Procedure for Teaching Grammar, p. 215 to go through the visuals again. End with the question "How?" and answer "By ____." (See Content, section III.)
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) the same questions.
- b) Individual performance - Have students divide into groups of two and ask each other how they go to the places you write on the board - the market, school, the doctor, the hospital, where relatives in the U.S. are visited, where relatives in their native countries are visited, etc.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Use a schedule from a local bus line or English for Adult Competency, Book II, p. 81, ask students to interpret which direction the bus is going and at what time it stops at certain locations. Then use the schedule in ESL, (22) 5, asking students

when the flights leave, arrive, the destination, and the gates of departure. Then have students divide into groups of two and ask each other the same questions.

b) Monitoring - Walk around assisting.

c) Provide results - Ask questions about information on airline and bus schedules and praise correct answers.

III. CONTENT

1. Vocabulary

Ann goes to work by bus.
Jim goes to work by car.
Bob goes to work by commuter train.
Mary goes to work on foot (walking).
Bill goes to work on a bicycle.
John goes to work on a motorcycle.
Michael and Susan go to work in a car pool.
The Lopez family goes to Mexico by jet airplane.
Mr. Jones goes to the airport by helicopter.
Richard goes to Sacramento by train.
Mrs. Kim goes to San Francisco by ferry boat.
The Johnsons go to Hawaii by ship.

How does (do) _____ go to _____?
What time does _____ (stop at) _____? When does _____?

2. Grammar

Present tense of irregular verb GO in third person.
"How?" "By" indicating means.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's *ESL*, Lesson 22 (5-8), 23 (1-4)
English for Adult Competency, Book II, p. 81.

V. TEACHER STRATEGIES

1. Any other common means of transportation can be added.

2. This unit can be used for practice in the past tense once students have learned it and when they are ready for irregular verbs, such as "Ann went to work by bus this morning."

Topic 1.4 Weather and Environment
a) Weather descriptions
b) Nouns about world

I. UNIT OBJECTIVE (Lesson 3)

TIME NEEDED
1-2 hours

Students will be able to describe the weather, and tell what they do during different weather conditions.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn how to describe the weather and say what you do during such weather."

Step 2 - Instruction
- a) Provide information - Use visuals (P224-P228) and terms (p. 176) in English for Adult Competency, Book II, write on board, name each type of weather condition.
- b) Model - Have students repeat several times.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214. Use the visuals and terms. End with "What is the weather like today?"
- b) Behavior in objective - While you show the visuals and point to the terms on the board, have students ask each other the same question in a chain (see Procedure for Chain Drill, p. 216).
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - To teach nouns about the world, either draw pictures on the board, or use teacher-made visuals and go through the Procedure for Teaching Vocabulary, p. 214 (see Content, section III for words). End with "What's this?"
- b) Individual performance - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216).

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Ask a few students "Where do you go when it's (weather)?"; then have students ask each other in groups of two.

b) Monitoring - Walk around and assist.
c) Provide results - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216).

III. CONTENT

A. Vocabulary

P224	It's sunny.	P176	It's nice
P225	It's cloudy.		beautiful
P226	It's windy.		warm
P227	It's foggy.		hazy
P228	It's rainy.		smoggy
	It's sprinkling.		foggy
	It's raining.		hot
	It's snowing.		cold
	There's thunder.		muggy
	There's lightning.		humid

Earth
Sun
Moon
stars

river
lake
ocean
bay

mountain
hill
volcano
canyon

beach
forest
desert
valley

B. Grammar

Present tense - It's + adj., There's + noun.
Present progressive - It's + verb + ing.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 31 (1-4)
English for Adult Competency, Book II, pp. 176-177

V. TEACHER STRATEGIES

1. This lesson can be used for reinforcement of the past tense: "It was sunny last weekend so I went to the beach."

Topic Classroom Activities in the Past (Extra Lesson)

I. UNIT OBJECTIVE (Lesson 8) TIME NEEDED 2-3 hours

Students will be able to name the activities that take place in the classroom and be able to state them in the Past Tense.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "Tonight we're going to learn how to say things in the past."

Step 2 - Instruction
- a) Provide information - Mime the action, go through the activities listed in Content, section III telling students what you just did.
- b) Model - Have students repeat the names of the activities as you mime them.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214. End with "What did I just do?" (miming the actions).
- b) Behavior in objective - Write the verbs on the board, go through the Procedure for Teaching Grammar, p. 215. Practice first and second person singular, then third person singular, then first and second person plural and finally third person plural.
- c) Provide results - Praise correct answers.

Step 4 - Closure
- a) Final assessment - Do a chain drill using first and second person singular and plural, third person (singular and plural separately). Ask "What did ______ just do?" (see Procedure for chain Drill, p. 216).
- b) Individual performance - Have students divide into groups of two and practice asking each other "What did I just do?" after miming an action.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - On cards, write down four to five activities in series that each student can do, one at a time. Have each student come up and do one card (like "charades"). The rest of the class has to say what the student did in the order that he/she did the actions, and whoever is correct gets to pick up a

card and continue the game. The class can be divided into two to make it a more interesting contest. (Abilities of students must be as even as possible between the two groups.) See examples in Content, section III. (See "Charades," p. 217.)

b) Monitoring - Assist the students.

c) Provide results - Praise correct actions of miming and guessing.

III. CONTENT

1. Vocabulary

Tonight I walked to the classroom, I unlocked the door, opened it, and walked in. I turned on the lights and looked inside. I walked to my desk and put my books down. Then I walked to the blackboard and picked up a piece of chalk. I wrote the date on the board and put the chalk down. Then I went to the file cabinet and unlocked it. I took out the books and put them on a desk. When you came in, I said "hello" to each one of you. Then we started the lesson.

Example for "Charade"

Walk to the blackboard. Pick up a piece of chalk. Write you name. Put down the chalk. Return to you seat.

2. Grammar

Past tense of regular verbs walk, unlock, open, walk, turn, look, pick, start. Past tense of irregular verbs put, write, go, take, come, say.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

None

V. TEACHER STRATEGIES

1. More can be added to the series after these verbs are learned, but only five should be done at a time if they are totally new verbs.

2. The pronunciation of the verbs in the Past is a problem - they should be learned orally first before they are read. This avoids the tendency to pronounce /id/ after all past tense verbs. The rules for pronunciation can be taught,

but they are usually too difficult to remember. Practice helps much more and is very effective.

3. The irregular verbs have to be memorized through constant practice.

Topic 1.5 Illness and Feelings

- a) Common physical feelings.
- b) Common emotional feelings.
- c) Write absence note, or off-campus pass, permission letter.

I. UNIT OBJECTIVE (Lesson 9) TIME NEEDED 2-3 hours

Students will be able to describe physical and emotional feelings, and be able to write an excuse note or permission letter asking for an off-campus pass.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn to describe our feelings and to write notes for permission for absence."

Step 2 - Instruction

- a) Provide information - Name the physical feelings, miming them when possible, or use teacher-made or bought visuals, naming five feelings at a time until they are learned.
- b) Model - Have students repeat for pronunciation.
- c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice

- a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214. End with "How do you feel?"
- b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) as you hold up the visuals or mime the feelings.
- c) Provide results - Ask each student in turn "How do you feel?" (in the same way).

Step 4 - Closure

- a) Final assessment - Use visuals for the emotional feelings, or mime (where possible), go through the Procedure for Teaching Vocabulary, p. 214. End with "How do you feel?"
- b) Individual performance - Have students ask each other in a chain as you hold up the visuals or mime.

Step 5 - Independent Practice

- a) Mass practice to distributed practice - Write on the board the standard form for one absence note, and one permission to leave school note. Have students each write a note for the last time they were sick or a note for their child who was sick, and for the last time they had to miss school to go to the dentist or doctor, etc.

b) Monitoring - Help if necessary.

c) Provide results - Correct notes as students turn them in.

III. CONTENT

1. Physical feelings

    hot (warm)
    cold (cool)
    tired
    sick
    hungry
    thirsty

   Emotional feelings

    happy (glad)
    sad (depressed)
    embarrassed
    scared (afraid, frightened)
    bored
    mad (angry)
    homesick (can be explained but not mimed easily - perhaps a picture of people in front of a house can be used.)

Absence Note

__________, _____

Dear __________,

Please excuse my _____, _____. He/she was absent yesterday because he/she had _____.

Sincerely,

__________.

Permission Note

__________, _____

Dear __________,

Please excuse my _____, _____ from school from _____ to _____. He/she has a _____ appointment.

Thank you,

__________.

2. Grammar

   TO BE and TO HAVE in the past tense.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's *ESL*, Lesson 31 (5-6)

V. TEACHER STRATEGIES

1. Students need to review illnesses before this lesson begins (perhaps as the warm up).
2. This lesson can be used to teach the past tense of the verbs TO BE and TO HAVE.
3. "Homesick" can be translated as "sentir añoranza o nostalgia del país y las casa de uno, o extrañar" in Spanish.

Topic 1.6 Meals and Snacks
a) Types of meals
b) Meals while traveling

I. UNIT OBJECTIVE (Lesson 10) TIME NEEDED
1-2 hours

Students will be able to name types of meals, including those eaten while traveling.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn how to describe meals."

Step 2 - Instruction
- a) Provide information - Use visuals (P175-P181) to name each type of meal.
- b) Model - Have students repeat several times.
- c) Check for understanding - Ask students if there are any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214, showing the visuals from above. End with "What did you have this morning/afternoon/evening for your break?"
- b) Behavior in objective - Have students ask each other in a chain as you hold up the visuals (see Procedure for Chain Drill, p. 216).
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Use visuals (P135-P138) to go through the Procedure for Teaching Vocabulary, p. 214. End with the question, "What did you have for dinner?"
- b) Individual performance - Have students divide into groups of two and ask each other "What did you have for dinner the last time you went out?"

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Tell students about the last time you took a trip ("We stopped at a fast-food restaurant to eat lunch, and we ate dinner at a Mexican restaurant", or similar statement); then ask a few students where they ate. Put a list on the board of places to eat. Then have students divide into groups of two and ask each other the same question.
- b) Monitoring - Walk around and assist.

c) Provide results - Ask each student in turn, "Where did you eat the last time you took a trip?" What kind of food did you have? Did you have a heavy or a light meal, or just a snack?"

III. CONTENT

1. Vocabulary

light, heavy breakfast
light, heavy lunch
light, heavy dinner
snack

American food
Chinese food
Japanese food
Mexican food

fast-food restaurant
cafeteria
family restaurant
restaurant
food machines

2. Grammar

TO BE
TO HAVE, TO EAT, TO STOP, TO TAKE in the Past tense.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 15, 22 Visuals P135-P138, P175-P181

V. TEACHER STRATEGIES

1. Other types of food eaten by students can be added later, such as Italian.

Topic 1.7 Cars
- a) Types of vehicles
- b) Buy and trade cars

I. UNIT OBJECTIVE (Lesson 11)

TIME NEEDED
2-3 hours

Students will be able to name the different types of cars and be able to ask and answer questions about buying and trading in cars.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn the names of the different types of vehicles and some questions and answers for buying and trading in cars."

Step 2 - Instruction
- a) Provide information - Name types of cars several times (listed in Content, section III). Use visuals (P209-P215) and add teacher-made visuals for other examples.
- b) Model - Have students repeat for pronunciation.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214, showing the same visuals. End with "What kind of car did you have?"
- b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216) "What kind of car did you have before this one?" (They can invent if they didn't have one.)
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Put a role play about buying a new car up on the board (see Content, section III), and model it for the students. Have them repeat it and then ask questions about any words they don't understand. Have students practice in groups of two.
- b) Individual performance - Have individual groups perform the role plays without looking at the written copy. They can change the words and even add to or change what happens as long as they keep to the general idea.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Write the role play given in section III on discussing a new car and have two students perform it. Have the class divide into groups of two and practice.
b) Monitoring - Walk around assisting.
c) Provide results - Ask each student what kind of car he/she has now, had before, and if he/she traded the car in for the new one, or sold it.

III. CONTENT

1. Vocabulary

two-door car
four-door car
compact car
station wagon
van
camper
pick-up (truck)
jeep

Role-play for buying a car

Student 1 - How much is this car?
Student 2 - It's $2,000.

Student 1 - How much can you give me for my old car?
Student 2 - Do you want to trade it in?

Student 1 - Yes.
Student 2 - I can give you $500.

Student 1 - It's worth more than that.
Student 2 - But you have to sell it yourself.

Role-play for discussing a new car

Student 1 - What a nice looking car!
Is it new?
Student 2 - Yes, I bought it last week.

Student 1 - What did you do with your old car?
Student 2- I traded it in. (or I sold it to my neighbor.)

2. Grammar

TO HAVE, TO BUY, TO TRADE, TO SELL in Past Tense.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 29

V. TEACHER STRATEGIES

1. If there is an interest expressed in makes and models of cars, those can be taught as an extension of this lesson. It's important to know what "make," "model," and "year" refer to.

Topic 1.7 Cars
c) Common car problems
d) Common road signs

I. UNIT OBJECTIVE (Lesson 12) TIME NEEDED 1-2 hours

Students will be able to name the common car problems and identify common road signs.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn to name some common car problems and identify some common road signs."

Step 2 - Instruction

a) Provide information - Use visuals (P277-P281) to name the car problem several times. Then use visuals (P272-P274) and teacher-made visuals of common road signs to do the same.
b) Model - Have students repeat several times.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214, using the visuals (describing the problem only) and ending with "What's the matter?"
b) Behavior in objective - Go through the Procedure for Teaching Vocabulary again. This time have students ask for the necessary action ("If the gas tank is empty, do you need to fill it up or charge it?"). End with "If the gas tank is empty, what do you need to do?"
c) Provide results - Praise correct questions and answers.

Step 4 - Closure

a) Final assessment - After repeating and asking questions, have students practice the role play about entering a gas station with a problem (see Content, section III) in groups of two.
b) Individual performance - Have students perform the role play above or a similar one (portraying car problems they've had in the past) for the rest of the class.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Use visuals (P273) to go through the role play about getting a ticket for not obeying a traffic regulation (see Content, section III). Model it, have students repeat and ask questions about it. Then have students practice it in groups of two.

b) Monitoring - Help students if necessary.

c) Provide results - Have students perform the above role plays or some similar incidents that happened to them or someone they know.

III. CONTENT

1. Vocabulary

Problem	Solution
The gas tank is empty.	Please fill it up.
The battery is dead.	Please charge it.
The tire is flat.	Please change it.
The radiator is boiling.	Please cool it.
The windshield is dirty.	Please clean it.

(see English for Adult Competency, Book II, pp. 88-89, 93-95)

stop sign
yield sign
traffic signal
one-way sign
railroad crossing
speed limit sign
school nearby sign
pedestrian crosswalk
no left-turn sign
no right-turn sign
no U-turn sign
do not enter sign
turn only with signal
merge sign
slippery when wet
two-way traffic

Role play for problem with car

Student 1 - Can I help you?
Student 2 - Yes, problem . Can you solution , please?
Student 1 - Sure.

Role play for getting a ticket

Student 1 - Your license, please.
Student 2 - What did I do, officer?

Student 1 - You didn't stop at the stop sign. (or other infraction)
Student 2 - I thought I did. (I didn't see it)

Student 1 - You have to make a complete stop. Sign here. (That's no excuse)

2. Grammar

Past tense (commands)
TO THINK in past

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 39
English for Adult Competency, Book II, pp. 83-95

V. TEACHER STRATEGIES

1. Students need to know that once a policeman has stopped you and comes to your car with the ticket book, the ticket cannot be torn up; that no amount of arguing or getting mad will change things. If they want to argue, they have to go to court.

2. This lesson can be extended into a discussion of how to get a driver's license, and students can be given a copy of the Driver's Handbook with all the regulations and signs in it. They need to be told that they don't have to show any proof of residency to get a license (just their passports) and that they can take the test in Spanish. They do have to have insurance first (regulation about proof of car insurance).

Topic 1.8 Occupations
- a) Occupations and duties
- b) Read job descriptions from want ads

I. UNIT OBJECTIVE (Lesson 14) TIME NEEDED 2-3 hours

Students will be able to name the common occupations, describe the job duties, and be able to identify jobs from want ad descriptions.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to review the names of occupations and describe their duties, and learn how to read the job want ads.".

Step 2 - Instruction
- a) Provide information - Use the visuals listed in Content, section III, to name each occupation (until learned), then describe the duties (until learned).
- b) Model - Have students repeat for pronunciation.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214, using the same visuals, until students can identify the occupations with "What is he/she?"
- b) Behavior in objective - Go through the Procedure for Teaching Grammar, p. 215, "Does he/she ____?" and end with "What does he/she do?"
- c) Provide results - Ask each student individually what the occupation of the person in the visual is and what he/she does until you have gone through them all.

Step 4 - Closure
- a) Final assessment - Have students ask each other in a chain: (1) "What are you, and what do you do?" (see Procedure for Chain Drill, p. 216), and (2) "What were you and what did you use to do?"
- b) Individual performance - Have students practice in groups of two, asking each other the same questions.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Use some reproduced want ads (from a book like ESL, 40(3) or English for Adult Competency, Book II,

p. 135, or out of a local newspaper) to discuss some of the abbreviations. Then give each group of two students the want ads from a recent local newspaper and ask them to find two or three jobs which they find interesting and for which they qualify.

b) Monitoring - Help students and go from group to group.

c) Provide results - Ask each student to tell you what jobs they were interested in.

III. CONTENT

1. Vocabulary

p. 2	clerk or secretary
p. 5	doctor
p. 6	nurse
p. 7	waiter
p. 8	cook or chef
p. 9	housewife
p. 10	gardener
p. 11	secretary
p. 12	saleslady
p. 13	salesman
p. 19	dentist
p. 20	baker
p. 21	barber
p. 22	lawyer, judge or a witness
p. 23	busboy
p. 24	teacher
p. 25	student
p. 40	seamstress
p. 56	vendor
p. 71	produce clerk
p. 72	bank teller
p. 73	postman
p. 74	cashier or saleslady
p. 75	beautician
p.114	real estate agent
p.131	meat cutter, butcher
p.150	waitress
p.151	florist
p.161	housewife
p.171	cashier & attendant
p.174	waiter
p.183	busdriver
p.190	mailman
p.192	pharmacist
p.195	mechanic
p.196	seamstress
p.197	plumber
p.198	mechanic
p.199	artist
p.201	baseball player
p.202	jockey
p.204	clowns
p.258	shoe salesman
p.262	market cashier
p.265	clerk
p.269	Fireman
p.273	policeman
p.283	personnel manager

2. Grammar

Present tense
Past tense of USE TO

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 27 and 40
English for Adult Competency, Book II, pp. 130, 135

V. TEACHER STRATEGIES

1. Any important occupations not listed should be added to the list and, if possible, made into a visual.
2. Students need to have "use(d) to" explained to them. The Spanish verb "soler" is an exact translation but is almost unheard of, since the imperfect tense substitutes for it. The idea that a verb can substitute for a verb tense is difficult to accept at first, and must be practiced a lot.

Topic 1.8 Occupations
c) Write résumés, fill out applications
d) Participate in a mock interview

I. UNIT OBJECTIVE (Lesson 15) TIME NEEDED
3-4 hours

Students will be able to write a short résumé, fill out a simple application, and participate in a mock interview.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn how to apply for a job."

Step 2 - Instruction
- a) Provide information - Use a very simple résumé as an example (see Content, section III for an example) to read off key words - personal information, education, experience, references.
- b) Model - Have students repeat key words.
- c) Check for understanding - After explaining what information goes in each section, ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Have students write their own résumés (help them).
- b) Behavior in objective - Hand out a simple application form that asks for the same information as the résumé and have the students fill it out.
- c) Provide results - Correct résumés as students finish them.

Step 4 - Closure
- a) Final assessment - Hand out copies of the questions to be asked in the mock interview and go over them with the students. Then ask several students for their answers to each question (based on one of the jobs picked out in the last lesson).
- b) Individual performance - Have students practice the questions and answers in groups of two.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - As students practice in groups of two, the teacher and the aide can help carry on the mock interviews, try to make them as realistic as possible. Judge things such as posture, not speaking loudly enough, not keeping eye contact, etc.

b) Monitoring - Teacher and aide help students with pointers.
c) Provide results - Tell students good and bad aspects of interview.

III. CONTENT

1. Vocabulary

(Résumé) Date

I. Personal Information

Name: __________

Address: __________

____

Social Security Number: _____

Telephone:
(day) __________
(night) __________

II. Education

__________(highest grade finished)

__________(Special training)

III. Experience

Location Number of years

Supervisor Job title [Most recent ↓ least recent]

IV. References

__________ Job title or personal

____

____

Application
(Same information as résumé)

Mock Interview questions
1. How long have you been in this country?
2. Do you have any experience in this type of work?
3. Why did you leave your last job?
4. What hours and days are you available?
5. Are you willing to work overtime?
6. How far away are you willing to drive?
7. Do you think you can handle this job?
8. Tell me a little about yourself.

2. Grammar

Past tense, How long + present perfect, present tense

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 40
English for Adult Competency, Book II, some of pp. 130-146

V. TEACHER STRATEGIES

1. The résumés and application forms have to be kept simple (not too complicated or expecting a lot of education). The example in English for Adult Competency is one that would damage many individuals' self-esteem.

2. The system of grades parents have previously experienced is so different and so hard to translate into our system, that talking about the finished number of years is simpler. If students have high school diplomas (or beyond), that can be written instead of years studied.

3. Students probably won't have the addresses of their former employers, or even remember their names. They can invent information just to fill in the blanks.

Topic 1.9 Health
a) What to say at the doctor's office

I. UNIT OBJECTIVE (Lesson 20) TIME NEEDED
3-4 hours

Students will be able to ask and answer typical questions used at the doctor's office.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn what to ask and say at the doctor's office."

Step 2 - Instruction
- a) Provide information - Use pages 1-3 of S.O.S. (or similar book) to name the objects found at a doctor's office.
- b) Model - Have students repeat for pronunciation several times.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Have four volunteers, or four good students read the dialogues on pp. 4-5. Two can do conversation 1 and two others conversation 2. Allow the rest to ask any questions about pronunciation and meaning, and then divide into groups of two to practice.
- b) Behavior in objective - Have students do the exercise on pp. 6-7 "What's right?" orally.
- c) Provide results - Have students do "Your Turn" on p. 8 orally.

Step 4 - Closure
- a) Final assessment - Have students break up into groups of two and do role plays. One student can write down the lines. Have them practice and then perform then for the rest of the class.
- b) Individual performance - Have students take turns reading Reading 1 and 2, and then doing the exercises that follow, "Just the Facts," "Catching On," and "What Do You Think?".

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students divide into groups of four and do "Talk It Over." Then have them do "Do,It" individually.
- b) Monitoring - Help students, if necessary, as they work in groups of individually.

c) Provide results - Call on students from each group to report their findings from "Talk It Over" and correct "Do It" as students finish the exercise.

III. CONTENT

1. Vocabulary

   Personnel and equipment at doctor's office, describing symptoms of illness, reading medicine labels.

2. Grammar

   Present, future tenses, commands

IV. RESOURCE - SUPPLEMENTAL RESOURCES

S.O.S., pp. 2-15
Everyday English, Book I, Units 2, 4 & 6

V. TEACHER STRATEGIES

1. The sections "Conversation Plus" and "Word Play" should be done as review. "For Your Information" should be done as a closing exercise along with the exercise from Everyday English.

2. Filling out an insurance form is helpful to students, and a general example could be used as a guide for parents to take along to doctors' and dentists' offices, or to be kept at home to fill out forms whenever needed.

Topic 1.9 Health
b) What to say at the dentist's office

I. UNIT OBJECTIVE (Lesson 21) TIME NEEDED
3-5 hours

Students will be able to ask and answer questions used during a visit to the dentist's office.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn what to ask and say at the dentist's office."

Step 2 - Instruction
a) Provide information - Read the vocabulary listed on p. 34 and "Practice with Words" (p. 35), saying each word several times.
b) Model - Students repeat for pronunciation several times.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
a) Mass practice - Have three students read "Conversation 1A" and two more read "Conversation 1B." Help them if they can't pronounce any particular word. Then have students divide into groups of three and practice the conversations several times.
b) Behavior in objective - Have students orally answer the questions in "What's Right?"
c) Provide results - Have students do "Your Turn," writing down their answers and turning them in.

Step 4 - Closure
a) Final assessment - Have students divide into groups of two and do both role plays on p. 41. One student can write down the lines. After they've practiced they should perform their role plays for the rest of the class.
b) Individual performance - Have students take turns reading "Reading 1" and answering in writing the questions in "Catching On." Then have them read "Reading 2" and orally do "Just the Facts." Use "What Do You Think?" as a class discussion.

Step 5 - Independent Practice
a) Mass practice to distributed practice - Have students divide into groups of three and do "Talk It Over" and (2) "Do It" with phone books.

b) Monitoring - Help students.
c) Provide results - Correct the exercises as students finish them.

III. CONTENT

1. Vocabulary

Equipment and personnel at the dentist's office, the name of problems, tools for cleaning teeth, dental care and dental problems.

2. Grammar

Review of all tenses, construction "How long" + present perfect tense.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

S.O.S., pp. 34-47
Everyday English, Book I, Unit 5

V. TEACHER STRATEGIES

1. The sections "Conversation Plus" and "Word Play" should be done as review. "For Your Information" should be done as a closing exercise.

Topic 1.9 Health
c) What to say in a hospital emergency room

I. UNIT OBJECTIVE (Lesson 22)

TIME NEEDED
3-4 hours

Students will be able to ask and answer questions that deal with emergency situations and emergency treatment at a hospital.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn what to ask and say in an emergency or at a hospital."

Step 2 - Instruction

a) Provide information - Go through the vocabulary on p. 18 and "Practice with Pictures" on p. 19, naming each several times.
b) Model - Have students repeat several times for pronunciation.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - Have five students read the parts in "Conversation 1A" and two others the parts in "Conversation 1B," and then divide into groups of five and two to practice the conversations.
b) Behavior in objective - Have students orally do "What's Right."
c) Provide results - Have students write the answers to "Your Turn" and turn them in to be corrected.

Step 4 - Closure

a) Final assessment - Have students divide into groups of two and do the role plays, one of them writing down the lines. Then, after practicing, they should perform them for the rest of the class.
b) Individual performance - Have students orally do "Reading 1" followed by "Just the Facts." Then "Reading 2," followed by "Catching on" is done in writing. "What Do You Think?" is done as a class discussion.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students divide into groups of two and do "Talk It Over" and "Do It" with telephone books.

b) Monitoring - Help students.
c) Provide results - Correct the students as you walk from group to group.

III. CONTENT

1. Vocabulary

   Equipment in hospitals, types of wounds.

2. Grammar

   Can, present progressive, future tense, commands, past tense, present tense.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

S.O.S., pp. 18-31
Phone books

V. TEACHER STRATEGIES

1. The number to call for an ambulance should be added to the lesson, which is now 911 in most cases.

Topic 1.10 Housing
a) Look for apartment/house in want ads.
b) Review parts of house/apartment.

I. UNIT OBJECTIVE (Lesson 24)

TIME NEEDED
3-5 hours

Students will be able to name the parts of a home and look for a home in the want ads.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to review the names of the rooms of a home and of some appliances, and learn how to look for a home in the want ads."

Step 2 - Instruction

a) Provide information - Read the vocabulary listed on p. 50, and "Practice with Pictures" (p. 51) several times.
b) Model - Have students repeat several times for pronunciation.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - Have two students read "Conversation 1A" and two others read "Conversation 1B." Help them with the pronunciation. Have students ask questions about any words they don't understand. Then have them divide into groups of two and practice the conversations several times.
b) Behavior in objective - Have students do "What's Right?" orally.
c) Provide results - Have students write the answers to "Your Turn" and correct them.

Step 4 - Closure

a) Final assessment - Have students work on the role plays on p. 57 in groups of two. One student can write down the lines. Then they should practice and perform the role plays for the rest of the class.
b) Individual performance - Have students take turns reading "Reading: Types of Housing" on p. 59, and then orally do "Just the Facts." "Catching On" is done as a writing exercise and "What Do You Think" is done as a class discussion.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students divide into groups of three or four and do "Talk It Over" and "Do It."

b) Monitoring - Walk from group to group helping as needed.

c) Provide results - Correct the work as students finish.

III. CONTENT

1. Vocabulary

   Rooms of a home, appliances, personnel in an apartment house, types of housing, abbreviations in want ads.

2. Grammar

   Review of all tenses.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

S.O.S., pp. 50-64
Everyday English, Book II, Unit 6 (Lessons 1 and 8)

V. TEACHER STRATEGIES

1. The "Conversation Plus" and "Word Play" exercises should be done as reviews . "For Your Information" is done as a closing exercise.

2. Want ads from the local paper can be looked at. Ask each student to find an apartment or house to rent, or a house or condominium to buy.

Topic 1.10 Housing
c) Locate sections of a building.

I. UNIT OBJECTIVE (Lesson 4)

TIME NEEDED
2-3 hours

Students will be able to ask for, give directions to, and find places within a building.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit you're going to learn to ask for directions, be able to give them, and be able to find places within a building."

Step 2 - Instruction
a) Provide information - Copy the sketch on the board from p. 2 of Lesson 25 in ESL, or a similar floor plan of a building with separate departments and say where the different departments of a store can be found (see Content, section III).
b) Model - Have students repeat.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214. End with "Where is the __________ department?"
b) Behavior in objective - Have students ask each other in a chain as you point to the section you want them to ask about (see Procedure for Chain Drill, p. 216).

Step 4 - Closure
a) Final assessment - Use a popular local store as an example, or the "Directory" listed in the Content, section III, to go through the Procedure for Teaching Vocabulary. End with "Where is the toy department?" "It's on the third floor."
b) Individual performance - Have students talk to each other in groups of two: one pretending to be an attendant at the information counter and the other a customer.

Step 5 - Independent Practice
a) Mass practice to distributed practice - Have students make signs representing the different departments on three floors of a large department store. Put the signs on three sectioned-off parts of the classroom to represent the floors. Have them each take turns being a customer and

information clerk (in a chain) and see if they can find a department with directions, and can give directions.

b) Monitoring - Teacher can observe and help if necessary.

c) Provide results - Praise correct questions, good directions, and good following of directions.

III. CONTENT

1. Vocabulary

A. Departments in a one-story department store:

"This is a drugstore" (or similar).
"The check-out counter is in the front."
"The pharmacy section is in the back."
"The liquor section is on the left."
"The cosmetics section is on the right."
"The record section is in the center."
"The clothing section is in the corner."
"Where is the ____________ section?"

B. Directory for a large department store:

A	
Automotive	Base
B	
Boys' Clothing	2
C	
Cooking Accessories	
Cards, Gift Wrap	1
G	
Girls' Clothing	2
H	
Housewares	1
I	
Infants	2
J	
Jewelry	1
Juniors	4
M	
Men's Clothing	3
Major Appliances	Base
Men's Restroom	3
P	
Perfume, Cosmetics	1
S	
Shoes	1
Sporting Goods	1
T	
Telephones	1, 3, 4
Televisions	5
Toys	2
W	
Women's Clothing	4
Women's Lounge	4

2. Grammar

Present Tense

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 25

V. TEACHER STRATEGIES

None

Topic 1.11 Emergency Services
a) Call police, fire, ambulance
b) Help a victim of an accident (see L.22)

I. UNIT OBJECTIVE (Lesson 23)

TIME NEEDED
2-3 hours

Students will be able to simulate a call to the police, to the fire department, and to a hospital for an ambulance.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn what to say on the phone in an emergency."

Step 2 - Instruction
- a) Provide information - Read role plays and then point out especially difficult words.
- b) Model - Have students repeat for pronunciation.
- c) Check for understanding - Ask students if there are any questions about any key words.

Step 3 - Guided Practice
- a) Mass practice - Have students practice the role play for calling the police department in groups of two. They can pick a situation that requires the police from the list.
- b) Behavior in objective - Have students perform the role plays for the rest of the class.
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Have students practice the role play for calling the fire department in groups of two. They pick the situation from the list.
- b) Individual performance - Have students practice the role play for calling the hospital for an ambulance. They pick the situation from the list.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Write four situations on the board and have students decide where they would call and what they would say in groups of two.
- b) Monitoring - Teacher should walk around and make sure students decided to call the right emergency service.
- c) Provide results - Praise correct questions and answers as you walk around.

III. CONTENT

1. Vocabulary

Role Play for Fire Dept.

Student 1 - Fire Department.
Student 2 - Send someone to my house right away.
Student 1 - What's the matter?
→ Student 2 - ______________
Student 1 - What's the address?
Student 2 - ______________
Student - A fire truck (the Paramedics) will arrive immediately.

Situations

House on fire
Explosion
Grass fire
First-aid needed
Accident, etc.

Role Play for Police Dept.

Student 1 - Police Department.
Student 2 - Send someone to my house right away.
Student 1 - What's the matter?
Student 2 - (situation)
Student 1 - What's the address?
Student 2 - ______________
Student 1 - An officer will be there as soon as possible.

Situations

Burglary
Accident
Strange person
Robbery
Child Abuse, etc.

Role Play for Ambulance

Student 1 - Ambulance.
Student 2 - Please come to my house immediately. (situation)
Student 1 - What's the address?
Student 2 - ______________
Student 1 - They'll be there right away.

Situations

heart attack
poison victim
Accident victim
Serious burn victim

Situations for final role plays.

1. A person going through your neighbor's back window.
2. Your kitchen catches on fire and you can't put it out.
3. Your uncle has a terrible pain in his chest and arm and has had a heart attack before.
4. Your son drinks some cleaning fluid.

2. Grammar

Present tense, Present Perfect (has had)
Present Progressive
Indefinites - someone

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 38

V. TEACHER STRATEGIES

1. In some areas, dialing 911 will get all emergency services. In others, dialing the operator serves the same function. Sometimes one should know specific numbers.
2. Other situations may be added by the students.
3. Indefinites can be taught - "Is anybody hurt? Yes, somebody's hurt./No, nobody is hurt."

Topic 1.12 Banking
a) Open a checking/savings account

I. UNIT OBJECTIVE (Lesson 25) TIME NEEDED 3-5 hours

Students will be able to ask and answer questions related to opening a checking or savings account, and getting a loan.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn how to open up a savings or a checking account, and how to ask for a loan."

Step 2 - Instruction

a) Provide information - Read the vocabulary listed on p. 98 and "Practice with Pictures" (p. 99) several times.
b) Model - Have students repeat for pronunciation several times.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - Have two students read "Conversation 1" and two others read "Conversation 2." Help them with pronunciation, and ask if there are any questions. Then have the students divide into groups of two and practice the conversations several times.
b) Behavior in objective - Do "What's Right?" orally.
c) Provide results - Do "Your Turn" in writing and have students turn in to correct.

Step 4 - Closure

a) Final assessment - Have students divide into groups of two and do the role plays. One can write down the lines. They should practice and then perform the role plays for the rest of the class.
b) Individual performance - Have students take turns reading "Reading 1" and then orally do "Just the Facts." They should again take turns reading "Reading 2" and "Catching On" (done individually and corrected orally) and do "What Do You Think?" as a class discussion.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students divide into groups of three to four and do "Talk It Over," and "Do It."

b) Monitoring - Walk around helping.
c) Provide results - "Do It" should be corrected on the board.

III. CONTENT

1. Vocabulary

   Equipment and personnel at a bank, names of forms, banking terminology

2. Grammar

   Review of all tenses.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

S.O.S., pp. 98-112

V. TEACHER STRATEGIES

1. Students must review spelling the numbers before the "Independent Practice" exercise, "Do It." A dictation test can be given.

2. "Conversation Plus" and "Word Play" exercises should be done as review. "For Your Information" should be done as a closing exercise.

3. Students should be given more details about getting a loan, such as job requirements, length of stay in one area, previous credit record, etc.

Topic 1.12 Banking
b) Read a bank statement

I. UNIT OBJECTIVE (Lesson 26) TIME NEEDED
2-3 hours

Students will be able to write checks, keep a balance in a checkbook and verify their balance with a bank statement.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this lesson we're going to review writing checks and keeping track of your balance in a checkbook, and learn how to read a bank statement and check your balance."

Step 2 - Instruction

a) Provide information - Give each student two sheets with five blank "checks" each, to cut out and staple together. Then give them an instruction sheet with ten expenditures and three deposits for a month. Start them with a typical week's wages as the deposit to start the account (minus cash for a week). All deposits can be like this, or a couple of expenditures can be to "cash." Tell students what the sheets are for and what they are to do (put a checkbook together and write the "checks" keeping track of the balance in a "register").
b) Model - Pronounce the words typically used - check, register, checkbook, deposit, debit, balance, add, subtract, double-check, service charge/check fee, special charges.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - On the board, write a sample of what the first "check" should look like and how it would be written in the "register." Then have students copy this and follow the directions for the next two entries, which will be the expenditures (and correct them).
b) Behavior in objective - Show students on the board what the "register" balance should be and write the next entry (which should be a deposit). Students should copy this and continue writing the checks and keeping track of the deposits until they finish the instruction sheet.
c) Provide results - Call on one student at a time to come up and show what the balance in the checkbook should be after the next entry. Check

individual student's checks as they're writing them to make sure they're done correctly.

Step 4 - Closure

a) Final assessment - Give each student a copy of the "bank statement" reflecting what they've spent and deposited plus a monthly service charge and check fee. Point out the list of checks and date received, deposit record, daily balance, charges, final balance. Ask if they have any questions; then ask them to point to the sections of the statement where they can find the record of the checks they wrote, the money they deposited, the extra charges, and their final balance.

b) Individual performance - Have them compare their "registers" to the "bank statement" to verify their final balance.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Give each student a "register" with twenty entries listed over five weeks and ask them to either add or subtract to find their balance. Then give them a "bank statement" that covers a four week period and ask them to see if their balance is correct. They have to be given instructions to add any subsequent deposits and subtract any expenditures to the balance to check their final balance. Give examples. They should be told that they can subtract the monthly service charge as one of the entries in their "registers" (on the first of the month, for example).

b) Monitoring - Walk around helping.

c) Provide results - Check to see if each student verified his/her balance correctly.

III. CONTENT

1. Vocabulary - checks, register, checkbook, expenditures, deposits, debits, balance, checkbook, monthly service charge/check fee, charge for checks, special charges.

2. Grammar

All tenses

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Teacher-made checks, registers, statements and instruction sheets.

V. TEACHER STRATEGIES

1. I used my own checks saved from when I opened an account and stapled five to one blank sheet of paper. This was then reproduced, and students cut them out and stapled them together.

2. A register can be typed up (copying your own).

3. A bank statement can be typed up (copying one of your own).

4. Many students don't open up checking accounts because of the cost, and a little investigation can be done to find the cheapest banks and savings & loans in your area.

5. Others are afraid they can't keep a balance correctly and the statements seem too complicated. They need to be assured that with practice it's very easy, and that as long as there is a little extra money in the account, a perfectly balanced account isn't absolutely necessary.

6. Latins frequently carry a lot of money and because of this are targets for pickpockets and robbers.

Topic 1.13 Consumer Skills
a) Describe, exchange clothing
b) Shoe sizes, fit and comfort

I. UNIT OBJECTIVE (Lesson 6) TIME NEEDED 1-2 hours

Students will be able to describe ill-fitting clothing and exchange items.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn what to say when something you've bought doesn't fit and you have to exchange it."

Step 2 - Instruction

a) Provide information - Using visuals (P216 and P217) repeat sentences several times.
b) Model - Have students repeat several times.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Vocabulary, p. 214 using the visuals and ending with "What's the matter with it (them)?"
b) Behavior in objective - Have students ask each other in a chain (see Procedure for Chain Drill, p. 216).
c) Provide results - Praise correct questions and answers.

Step 4 - Closure

a) Final assessment - Use visuals (P255 - P257) to go through the Procedure for Teaching Vocabulary (p. 214). Ending with "What do you need?" Explain about sizes and widths (AAAA to C for women, AA to E for men). Ask each student "What size do you need?" "Are your shoes too tight or are they comfortable?"
b) Individual performance - Do the role play of a shoe salesman and a customer (see Content, section III) dividing the class into groups of two.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have two students perform the role play of a store clerk and a customer exchanging an item. (See Content, section III). Then have the class divide into groups of two and practice it.
b) Monitoring - Walk around helping.

c) Provide results - Ask each student about the last time they had to return an item of clothing, or shoes, and explain why and if they had their receipt.

III. CONTENT

1. Vocabulary

This sweater doesn't fit.
It's too small.
It's too big.
These pants don't fit.
They're too short.
They're too long.
What's the matter?

Shoes

dress shoes
work shoes
tennis shoes
size _____ widths _____
What do you need?
What size do you need?

They're too tight
They're comfortable

Role play for shoe store

Student 1 - Good morning. May I help you?
Student 2 - Yes. I need a pair of work (or dress, tennis) shoes.

Student 1 - What size do you need?
Student 2 - ____________________

Role play for exchanging an item

Student 1 - Good afternoon. I'd like to return this sweater.
Student 2 - What's the matter with it?

Student 1 - It's too small.
Student 2 - Do you have your receipt?

Student 1 - Yes, I do. Here it is.

2. Grammar

Present tense
I'd like to
too

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 29, 36
Visuals pp. 216-217, pp. 255-257

V. TEACHER STRATEGIES

1. You can discuss with students their right to exchange clothing and even demand a refund if the store doesn't have a policy specifically against that.

Topic 1.13 Consumer Skills
b) Gift/sale items

I. UNIT OBJECTIVE (Lesson 16)

TIME NEEDED
1-2 hours

Students will be able to name popular gift items for specific occasions and discuss sale items and money saved.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn the names of gifts you give on special occasions, and buy sale items for yourself or as gifts."

Step 2 - Instruction

a) Provide information - Use visuals (P232-P237 and/or teacher-made visuals) to name the gift items appropriate for birthdays, weddings, and baby showers.
b) Model - Have students repeat for pronunciation.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice

a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214) using the visuals. End with "What did you give her for her birthday/wedding/baby shower?"
b) Behavior in objective - Go through the Procedure for Teaching Grammar (p. 215). Ask the questions with all the indirect object pronouns. Use "They" as the subject.
c) Provide results - Ask students once more and praise correct answers.

Step 4 - Closure

a) Final assessment - Have students ask each other in a chain, working on each pronoun separately, as you hold up the visuals.
b) Individual performance - Have students divide into groups of two and discuss the presents they were given for their last birthday. Tell them about your last birthday. "My husband gave me some perfume." "My mother gave me a sweater," etc.

Step 5 - Independent Practice

a) Mass practice to distributed practice - On the board write "Regular price $10.00 - Sale price $5.00 - ½ (50%) or $5.00 off." Discuss regular prices versus sale prices and savings, and the disadvantage of sale items (usually can't be returned and in some cases can't be exchanged). Have students write down five items they have bought on sale, putting down the regular and sale prices, and amount of savings. Then have them ask each other about the items. You can demonstrate with one or two students: "What did you buy?" "What was the regular price?" "What was the sale price?" "How much did you save?"

b) Monitoring - Walk around helping and listening.

c) Provide results - Ask each student what item they have bought in the past that they considered a real good buy because they saved a lot of money during a sale.

III. CONTENT

1. Vocabulary

Birthday	Wedding	Baby Shower
clothing	appliances	clothing
perfume	towels	toys
hobby	sheets	photo albums
books	kitchenware	sheets, towels
records		furniture
		diapers
		(diaper service)

What did ______________ give ______________?
Subj. pronoun obj. pronoun

Item Regular Price Sale Price Savings good buy

2. Grammar

Irr. Past Tense verbs - gave, bought
Direct and Indirect Object pronouns

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 32, 34

V. TEACHER STRATEGIES

1. The lesson in ESL discusses "surprise" parties, and "gag" gifts. These can be included if desired.

2. Other typical gifts can be added to lists. Visuals can be made up for them.

Topic 1.13 Consumer Skills
c) Beauty shop/men's facial hair styles

I. UNIT OBJECTIVE (Lesson 7) TIME NEEDED 2-3 hours

Students will be able to name services they want done at the beauty and barber shops.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of things you have done at the beauty shop and the barber shop."

Step 2 - Instruction
a) Provide information - Use visuals (P239, P240, P241 and P75) to name hairstyles and services. Then either write on the board or make visuals of others (listed in Content, section III).
b) Model - Have students repeat for pronunciation.
c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
a) Mass practice - Go through Procedure for Teaching Vocabulary (p. 214). Use the visuals and/or point to words on the board, for the barber shop, doing "Do you want a haircut or a shampoo?" "Do you want a trim?" (Yes/No) and ending with "What can I do for you today?" "Give me a haircut, please."
b) Behavior in objective - Have students ask each other in a chain as you hold up the visual or point to the word on the board, asking "What can I do for you today?"
c) Provide results - Praise correct questions and answers.

Step 4 - Closure
a) Final assessment - Go through the Procedure for Teaching Vocabulary, p. 214 with the words for the Beauty shop. End with "What would you like today?" "I'd like a ________."
b) Individual performance - Have students divide into groups of two and do role plays for barber shop (for the men) and beauty shop (for the women). Use role plays similar to those in Content, section III.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students practice in groups of two asking each other what they wanted the last time they went to a beauty or barber shop.
b) Monitoring - Help students.
c) Provide results - Ask each student what they wanted the last time they went to the barber or beauty shop.

III. CONTENT

1. Vocabulary

Barber shop	Beauty shop
He has moustache.	I want a set.
He has a goatee.	I want a shampoo.
He has a beard.	I want a permanent.
He has sideburns.	I want a haircut.
Give me a haircut.	I want a manicure.
Give me a shave.	I want a trim.

What do you want/need?
I want/need a trim.
What can I do for you today?
Give me a haircut.

2. Grammar

Present & past tense of Want or Need
Would - Polite expression

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 32

V. TEACHER STRATEGIES

1. Any other hair styles can be added that are in current fashion.

Topic 1.13 Consumer Skills
d) Appliances/Home Repair

I. UNIT OBJECTIVE (Lesson 8) TIME NEEDED 3-4 hours

Students will be able to describe problems with appliances and the home that need repair.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn how to describe problems with your appliances or your home."

Step 2 - Instruction
- a) Provide information - Use visuals (P242-P243), P249-P252) to name the problems with the appliances and then the home (see Content, section III).
- b) Model - Have students repeat several times for pronunciation.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214), ending with the question "What's wrong with your _____?" for the appliances.
- b) Behavior in objective - As you hold up the visual of an appliance, have the students ask each other in a chain "What's the matter with your _____?" (see Procedure for Chain Drill, p. 216).
- c) Provide results - Praise correct questions.

Step 4 - Closure
- a) Final assessment - Hold up a visual of an appliance asking the question, "What's wrong with your _____?" as you go through the Procedure for Teaching Vocabulary (p. 214). Do for home repairs also.
- b) Individual performance - As you hold up the visual have students ask each other the same question in a chain (see Procedure for Chain Drill, p. 216).

Step 5 - Independent Practice
- a) Mass practice to distributed practice - After going through the role play for pronunciation and questions about meaning, have students practice

the role play (see Content, section III) in groups of two. Assign an appliance to each group.

b) Monitoring - Walk around listening and helping the groups.

c) Provide results - Have students do their role plays for the rest of the class.

III. CONTENT

1. Vocabulary

Appliances	Problems
toaster	It doesn't pop out the bread.
iron	It heats too high.
fan	It makes a terrible noise.
coffee maker	It doesn't stop.
refrigerator	It doesn't keep things cool.
stove	The oven doesn't heat up.
washer	It doesn't work.
dryer	It doesn't start.

Brand names for small appliances: Hamilton Beach, Scovill, Sunbeam, Proctor-Silex, etc.

Brand names for large appliances: Kenmore, Maytag, Hotpoint, General Electric, etc.

Home Repair	Problems
faucet	It's leaking.
toilet	It's leaking.
shower	It's leaking.
pipe	It's leaking.
roof	It's leaking.
window	It's broken.
doorknob	It's broken.

Role Play

Student 1 - A-1 Appliance Service.
Student 2 - Do you repair (Maytag washing machines)?
Student 1 - Yes, we do. What's wrong with your machine?
Student 2 - I don't know. (It doesn't work.)
Student 1 - We can send a man tomorrow or (Bring it in when you can).

2. Grammar

BEST COPY AVAILABLE

BEST COPY AVAILABLE

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lessons 33 and 35
Visuals P242-P243, P-249-P252

V. TEACHER STRATEGIES

1. After the lesson is over, common problems with other appliances and parts of the home can be discussed. Students can write down the additional vocabulary for future reference.

2. Warranties to get repairs done free (or at least parts replaced free) should also be discussed.

Topic 1.13 Consumer Skills
h) Replacing lost I.D.'s

I. UNIT OBJECTIVE (Lesson 19) TIME NEEDED 3-4 hours

Students will be able to name the typical identification cards that people have and state where and how to get them replaced if they are lost or stolen, and will be able to fill out a change of address card.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn the names of the identification cards you probably have, and where and how to replace them if they're lost of stolen, and how to fill out a change of address card."

Step 2 - Instruction
- a) Provide information - On the board write the names of typical I.D.'s (see Content, section III).
- b) Model - Have students repeat four or five times for pronunciation.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Go through the Procedure for Teaching Vocabulary (p. 214) asking students where to go to replace lost I.D.'s (see Content, section III).
- b) Behavior in objective - Have students practice in groups of two the role play for replacing lost I.D.'s. Assign them the I.D. to replace.
- c) Provide results - Praise correct questions and answers.

Step 4 - Closure
- a) Final assessment - Write two addresses on the board. By the top one write "old address=present address" and by the bottom one write "new address=forwarding address." Have students ask each other in a chain "What's your present address?" "What's your forwarding address?" (see Procedure for Chain Drill, p. 216).
- b) Individual performance - Have students practice in groups of two the role play on getting a change of address card at the Post Office.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Step 5 - Independent Practice

a) Mass practice to distributed practice - Hand out a Change of Address card and write two new addresses on the board (putting "old" and "new" by each). Explain that "Effective date" is the starting date, and ask if they have any questions. Then let them fill out the cards.

b) Monitoring - Walk around assisting and correcting.

c) Provide results - Have students give the cards to you when they have finished and correct them.

III. CONTENT

1. Vocabulary

I.D.'s

Driver's License or Identification Card from the Department of Motor Vehicles.

Social Security Card from the Social Security Office.

Alien Registration Card ("Green Card") from the Immigration and Naturalization Service.

Passport from your native country's Consulate Office.

A. Role Play for Replacing I.D.

Student 1 - I lost my _____. What do I need to do?
Student 2 - Fill out this application form and take it to window C.
Student 1 - Will I get a duplicate card soon?
Student 2 - You'll receive it in the mail in about four to six weeks.

B. Role Play for Getting a Change of Address Card at the Post Office.

Student 1 - I'm going to move next week and I want my mail to be forwarded.
Student 2 - You need to fill out a Change of Address card. Here's one.
Student 1 - Who do I give it to?
Student 2 - You can give it to me or mail it in later.

2. Grammar

Future Tense
Can in the Present
Present Tense
Present Progressive
Past Tense - Lost
Command Form

IV. RESOURCE - SUPPLEMENTAL RESOURCES

Delta System's ESL, Lesson 37 (5-8), Lesson 38 (1-4)

V. TEACHER STRATEGIES

1. This lesson uses the future for the first time. Students can be told that it's very easy - just the auxiliary "will" and the verb. There's no difference in the question and answer, and the contraction is "'ll"; "When will I receive my new card? You'll receive it in about four to six weeks."

2. This lesson reviews many tenses and mixes them in a more realistic way. If students find the role plays incomprehensive, the meaning can be discussed with a review. Afterwards students can be told they've accomplished a lot - just look at all the tenses learned. Hopefully, the role play will not be incomprehensible, and the students will only ask about "will" since it is new, and they can still be congratulated.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Topic 1.14 Writing an informal and a formal letter

I. UNIT OBJECTIVE (Lesson 27) TIME NEEDED
2-3 hours

Students will be able to recognize the situation calling for a formal or an informal letter, and be able to write one of each, addressing an envelope correctly.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - "In this unit we're going to learn how and when to write a formal or an informal letter."

Step 2 - Instruction
- a) Provide information - Using a reproduced copy of a formal and an informal letter (as in Everyday English, Book IV, pp. 27-32 or a teacher-made example) point out differences in the form and content of the two and how envelopes are addressed.
- b) Model - Have students point out the differences and compare the two letters and the envelopes side by side.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Use lines on the blackboard to put the form up for the formal letter. Write the main body of the letter. Ask the students what they could write in the missing spaces that you have left blank.
- b) Behavior in objective - Have students copy the letter, filling in the blank spaces with their own made up information.
- c) Provide results - Walk around correcting the letters as the students finish them.

Step 4 - Closure
- a) Final assessment - Using the same procedure as in the Mass practice above, put up the form for an informal letter, again writing the body of the letter and asking the students to fill in the blanks orally.
- b) Individual performance - Have students copy and complete the letters and have them corrected as they finish.

BEST COPY AVAILABLE

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Write two situations on the board in outline form and have students write up the letters and address the envelopes for each on their own.
- b) Monitoring - Walk around assisting.
- c) Provide results - Correct the letters as students turn them in.

III. CONTENT

1. Rules for a business (formal) letter:

- a) Your complete address and date go in the upper right-hand corner. This includes the zip code.
- b) The name of the person you are writing and the address of the company go on the next line all the way to the left.
- c) Use "Dear Mr., Ms., Miss, Mrs." and the person's name or "Dear Sir," "Dear Madam," or "To Whom It May Concern" for your greeting, and follow it with a colon(:).
- d) The body of the letter has each new paragraph indented.
- e) Close the letter with "Sincerely (yours)" or "Truly (yours)" at the right in line with the address above, with a comma.
- f) Type your name under this leaving enough space to write your name and sign the letter.

Three formal letters to be written by teacher (or copied): 1) ask where an appliance can be repaired; 2) complain about not being able to park in front of your house; 3) ask to have someone send you an information pamphlet about starting your own business.

Situation for Independent Practice:

Writing to answer an ad about a job: You see an ad in the paper for a part-time secretary. You must write c/o P.O. Box 45, San Francisco, CA 94304. Write where you saw the ad (The San Francisco Examiner), why you want the job, and your qualifications for the job. Ask if you may have an interview and what you must bring with you.

2. Rules for an informal letter:

- a) The date goes in the upper right-hand corner.
- b) Write the greeting "Dear" followed by the person's name on the next line on the left side and follow it with a comma.
- c) Write the body of the letter indenting with each new paragraph.

BEST COPY AVAILABLE

d) Close with "Love," "Love and kisses," "Affectionately," "Always," or "Regards" followed by a comma.
e) Sign your name (first name usually, or full depending on circumstances) in line with the date.

Three informal letters to be written by teacher (or copied): 1) thank someone for a gift; 2) ask for permission to be absent from school due to a family trip; 3) ask to excuse an absence due to illness for your son.

Situation for Independent Practice Letter:

Writing you friend telling him/her about a recent trip to Reno. Tell him/her how you went and for how long and where you stayed (at the Sands Hotel). Tell him/her that you saw your favorite entertainer and won some money from a slot machine.

Address: to be invented by students.

IV. RESOURCE - SUPPLEMENTAL RESOURCES

S.O.S., p. 223
Everyday English, Book IV, pp. 27-32

V. TEACHER STRATEGIES

1. The subject of the letters can be changed.

2. The rules can be explained in your own words.

BEST COPY AVAILABLE

Topic 1.15 Simple Dictation and Spelling Tests
(To be done throughout semester)

Students should start dictation with spelling of words. Then include simple sentences. For example, first they spell the names of the common classroom objects - "pen," "pencil," "book," and "paper" - then longer words like "blackboard" and "notebook;" then "It's a pen," "This is a pencil," and finally longer sentences and two to three sentences, such as "Mary is a secretary. She's from Tokyo."

Spelling is very difficult for the typical student in our classes. The students sees no rhyme nor reason to it and can't depend on pronunciation to provide all the clues to the correct spelling in English. Students have to develop a new skill: sight memory (which is hardly necessary in Spanish). It's a skill that's necessary for good spelling in English and it must be learned by the student.

Topic 1.16 Finding words in the Dictionary
(To be done throughout semester)

When students finish the ESL series and begin S.O.S. they will start to read passages for information which contain words they won't know. Dictionaries should be provided to look up words. The first few times it should be done as a group exercise. The biggest problem for students will be looking up conjugations of verbs and not finding them (especially in small dictionaries) or finding many definitions for a word and not knowing which is the correct translastion for this occasion. There is no solution to this problem but greater familiarity with the language, and repeating the translation of each synonym several times from English to the native language will help. This skill is developed in time and with greater knowledge of the language. Stress using the dictionary to spell correctly and find out how to pronounce and divide words.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Topic 1.17 Reading
(To be done throughout semester)

As the students learn to use the dictionary and learn how to answer comprehension questions, they should be left more and more alone, until they are finally able to work completely independently, just as they would with "regular" school work.

BEST COPY AVAILABLE

E. TEACHER STRATEGIES FOR ADVANCED LEVEL E.S.L.

In Advanced Level E.S.L., students have mastered a survival vocabulary. They need to extend their vocabulary in meaningful subjects. The text Intermediate ESL concentrates on reviewing structures and presenting subjects related to life in the United States. It stresses informational vocabulary an immigrant needs to settle into life in the United States. Practice with structures, reading exercises followed by comprehension questions, and many group discussions are emphasized.

Students in Advanced Level E.S.L. need more practice reading and writing independently. The teacher must investigate the special interests of students. Some students are very interested in becoming U.S. citizens and knowing about the history and government of the United States. A Manual for Citizenship by Contee Seeley is an excellent text written in very simple English that doesn't delve into too much unnecessary detail. This text contains enough information to pass the citizenship test and is quite appropriate for such students. Some students like stories about the occult, or mysteries, or love stories. Many publishers, such as Fearon and Regents, have high interest, low level readers in many interest areas.

Student independence is the most important area to develop in Advanced Level E.S.L. for adults. Few adult students will take more E.S.L. While High School students go on to regular English, adults will usually never study more. Some might continue to get a degree or study a trade, but most will not improve their English further unless they have regular contact with English speakers. The adults need to be given the tools to develop their English skills independent of class. Reading with dictionary skill is the primary means for accomplishing this. Personal, individual interests must be developed so that the effort to read English and look up words that are unknown will be seen as worthwhile.

Sample lesson plans for the texts S.O.S. and Intermediate ESL are included in the next section. The texts are optional and their use depends on student interest and needs. Both texts are well-rounded and well-organized and only need to be supplemented with "real" materials. A Sample Lesson Plan for each text follows. Examples of how S.O.S. can be used is available in Intermediate Lesson Plans 1.9 a-c, 1.10 a-b, and 1.12 a. One example of a specific Intermediate ESL lesson is also provided in the following section.

The goals and objectives of the components of E.S.L. and Reading/Writing are available in the Curriculum Guide. Correspondence between S.O.S. Resources, Everyday English supplementary materials, and Intermediate ESL are charted on the following two pages.

BEST COPY AVAILABLE

CORRESPONDING MATERIALS

Resource	Supplementary Resources & Materials
S.O.S.	EVERYDAY ENGLISH
"The Doctor"	Phone books, Insurance forms Ev. English, Bk. 1, Units 2, 4, & 6
"The Hospital Emergency Room"	Phone books
"The Dentist"	Phone Books Ev. English, Bk. 1, Unit 5
"Housing"	Newspaper ads Ev. English, Bk. 2, Unit 6 (L.1 & 8)
"Fire & Robbery"	First aid kit, Phone books Ev. English, Bk. 3, Units 2 (L. 2-4)
"Jobs"	Newspaper want ads Ev. English, Bk. 2, Unit 7
"Banking"	Teacher-made "checkbooks" "Bank statements" Sample deposit & withdrawal slips
"Post Office & Telephone"	Change of Address Card, Phone books, Accepted wrapping paper, tape & labels Ev. English, Bk. 3, Unit 2 (L. V-VII) Bk. 4, Unit 5
"Transportation"	Driver's Handbook, Map, Local bus line map & schedules Ev. English, Bk. 2, Unit 5
"Shopping for Food"	Food ads, coupons Ev. English, Bk. 2, Unit 5
"Shopping for Clothes"	Clothes ads, sale ads Ev. English, Bk. 1, Unit 3 Bk. 3, Unit 4
"Shopping for Furniture"	Ev. English, Bk. 2, Unit 6 (L. III-IV)
"Day Care Centers"	Materials from Headstart and other daycare/preschools
"Repairs: Appliances & Auto"	Guarantees/warranties Ev. English, Bk. 2, Unit 6 (L. V-VI) Bk. 3, Unit 2 (L. VI-VII)

BEST COPY AVAILABLE

INTERMEDIATE E.S.L.		EVERYDAY ENGLISH
UNIT 1.	"Coins & Vending Machines"	Ev. English, Bk. 2, Unit 4
UNIT 2.	"Environment"	Ev. English, Bk. 3, Unit 6 (Animals)
UNIT 3.	"Sports"	Ev. English, Bk. 4, Unit 4
UNIT 4.	"Telephone Communications"	See "Post Office & Telephone", S.O.S.
UNIT 5.	"Employment"	See "Jobs", S.O.S.
UNIT 6.	"Eating Out"	Discuss student's favorite restaurants
UNIT 7.	"Foods & Nutrition"	See "Shopping for Food", S.O.S.
UNIT 8.	"Wedding Customs"	Discuss students' wedding with photos
UNIT 9.	"Do It Yourself"	Discuss students' hobbies & share items
UNIT 10.	"Birth & Names"	Pamphlets on pre-natal care
UNIT 11.	"Housing"	See "Housing", S.O.S.
UNIT 12.	"Trading-in Cars"	Discuss students' cars
UNIT 13.	"Cost of Living"	Discuss inflation
UNIT 14.	"Immigrants"	Discuss history of students' countries immigration.
UNIT 15.	"Banks & Banking"	See "Banking", S.O.S.
UNIT 16.	"Working Mothers"	See "Child Care", S.O.S.
UNIT 17.	"Transportation"	See "Transportation", S.O.S.
UNIT 18.	'Home Maintenance"	Phone book, ads from hardware stores
UNIT 19.	"Aliens and Citizens"	"A Handbook for Citizenship" by Contee Seeley
UNIT 20.	"Entertainment"	Newspaper Movie guide, TV guide
UNIT 21.	"Credit Buying"	Bring forms to fill in
UNIT 22.	"Traffic"	Reading from maps & knowing where to go
UNIT 23.	"Insurance"	Discuss types of insurance
UNIT 24.	"Health"	See "The Doctor", S.O.S.
UNIT 25.	"Income Tax"	Discuss long vs. short form of 1040 & 540
UNIT 26.	"Retirement Years"	Discuss plans for retirement and funerals
UNIT 27.	"Emergency"	See "The Hospital Emergency Room", S.O.S.
UNIT 28.	"Parents & Schools"	Materials from Leadership class
UNIT 29.	"The Traveler's U.S.A."	Ev. English, Appendix in Book 4, Map of U.S., Own state
UNIT 30.	"American Social Functions"	Plan & have a picnic or party.

F. SAMPLE ADVANCED LEVEL LESSON PLANS

SAMPLE LESSON PLANS FOR S.O.S.

A. Warm up - Twenty minutes of correction or discussion of supplemental material from "Everyday English" or forty minutes of "Reading and Writing."

B. Review - "Conversation Plus" and "Word Play" from previous S.O.S. lesson for about five minutes each day.

C. Lesson -

I. UNIT OBJECTIVE

14 lessons

TIME NEEDED
3-5 hours
total for
each unit.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - Unit objective stated in terms students can understand.

Step 2 - Instruction
- a) Provide information - Vocabulary on picture page of lesson and "Practice with Pictures."
- b) Model - Have students repeat words as you say them, several times.
- c) Check for understanding - Ask students if they have any questions.

Step 3 - Guided Practice
- a) Mass practice - Have as many students as needed read Conversation 1 or 1A, and a new group read Conversation 2 or 1B, while you help them with pronunciation. Then, ask if they have any questions about the meaning of what they read. Finally, have them practice in groups of two to four (as many as in the conversation) and go through the dialogue several times.
- b) Behavior in objective - "What's Right?" orally.
- c) Provide results - "Your Turn," written.

Step 4 - Closure
- a) Final assessment - Have students divide into groups of two and either do one role play or both, depending on the amount of time. They can write down the lines they would say (only one person needs to write them down for both). Then they perform their role plays for the rest of the class, reading them if necessary.
- b) Individual performance - "Reading 1" with "Just the Facts" and "Reading 2" (if there is one) with

"Catching On" and "What Do You Think?". "Catching On" can be written down and corrected, but "Just the Facts" and "What Do You Think?" should be done orally, the latter as a class discussion.

Step 5 - Independent Practice

a) Mass practice to distributed practice - "Talk It Over" and "Do It" as class projects done in small groups or individually.
b) Monitoring - Assist students.
c) Provide results - Have students discuss the results of their projects.

III. CONTENT

1. Vocabulary

2. Grammar

IV. RESOURCES

S.O.S.
EVERYDAY ENGLISH, Books 1-4
(see list of "Corresponding Materials")

V. TEACHER STRATEGIES

1. Any special projects to go with lessons are listed under "Corresponding Materials."

2. "For Your Information" can be added to with up-to-date information or specialized information that applies to students.

3. Have students use the dictionary as much as possible.

D. Closing - "For Your Information" for about five minutes a day.

See the lessons from Intermediate ESL (1.9 a-c, 1.10 a-b, and 1.12 a) for examples.

SAMPLE LESSON PLAN FOR
DELTA SYSTEM'S INTERMEDIATE ESL

A. Reading/Writing Component (forty minutes)

B. Review (five minutes)

C. Lesson Plan using Intermediate ESL

I.	UNIT OBJECTIVE	TIME NEEDED
	(Stated at the beginning of each part of the unit.)	2-3 hours for each unit.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set
Statement of objective - Unit Objective stated in terms students can understand.

Step 2 - Instruction
- a) Provide information - Read the "Listening comprehension" as students listen with closed books, then have students take turns reading "The Dialogue" from Part A.
- b) Model - Only words students can't decode.
- c) Check for understanding - Ask comprehension questions and ask for questions.

Step 3 - Guided Practice
- a) Mass practice - Do the Chain Drills (usually Extension exercises A and B) in Part A.
- b) Behavior in objective - Do the group discussion exercise, usually Extension exercise C.
- c) Provide results - Do the role play exercise (usually Extension exercise D, but sometimes C) or judge ability to do group discussion.

Step 4 - Closure
- a) Final assessment - Do the Mini-Drills and Mini-Exchanges in Part B.
- b) Individual performance - Do the "Conversation" exercise(s) as class or small group discussions.

Step 5 - Independent Practice
- a) Mass practice to distributed practice - Have students do the Reading in Part C taking turns reading a few sentences at a time. Stop to answer questions about the meaning of words or sentences. Help with decoding of words only when necessary. Then have students answer the comprehension questions in writing, and do the

other exercises as individual projects to be corrected orally.

b) Monitoring - Help students who need assistance.

c) Provide results - Correct the comprehension questions as students finish them and the other exercise orally with the whole class participating.

III. CONTENT

1. Vocabulary

2. Grammar

IV. RESOURCES

Delta System's Intermediate ESL
Everyday English, Books 1-4
(see list of "Corresponding Materials")

V. TEACHER STRATEGIES

1. Materials from Everyday English or other suggested corresponding supplementary materials can be used in the "closing."

2. As many pamphlets as can help the students should be acquired. It will enable them to learn which government agencies can assist them.

3. The phone book and/or other guides to community businesses and organizations should be widely used as assets by the students.

4. Have students use the dictionary as much as possible.

D. Closing - Supplementary materials.

SAMPLE LESSON PLAN FOR INTERMEDIATE ESL

UNIT 8 - Wedding Customs

I. UNIT OBJECTIVE — TIME NEEDED 2-3 hours

Students will be able to talk about wedding ceremonies and customer comparing and contrasting their own to those in the U.S.

II. FIVE-STEP LESSON PLAN

Step 1 - Anticipatory Set

Statement of objective - "In this unit we're going to learn about wedding ceremonies and customs in the U.S."

Step 2 - Instruction

a) Provide information - Read the "Listening Comprehension" to the students. Then have them take turns reading "The Dialogue" (pp. 8-1 and 2).
b) Model - Help students to decode words.
c) Check for understanding - After each section, ask comprehension questions.

Step 3 - Guided Practice

a) Mass practice - Do Chain Drills A and B on p. 8-2.
b) Behavior in objective - Do exercise C on p. 8-2 as a class discussion.
c) Provide results - Praise students for ability to speak without prompting.

Step 4 - Closure

a) Final assessment - Do the Mini-Drills and Mini-Exchanges on pp. 8-3 and 4.
b) Individual performance - Do Exercises A and B as class discussions.

Step 5 - Independent Practice

a) Mass practice to distributed practice - Have students take turns reading "Courtship and Marriage" on p. 8-5. Help them to decode words and ask them if they have any questions about the meaning of words or sentences, and use dictionaries to look words up. Have them answer the questions in Section A, p. 8-6, in writing. Exercise B can be done orally. Exercise C in done as a class discussion reporting conclusions to the rest of the class.

b) Monitoring - Help students with wording the written answers and help students with the discussions.
c) Provide results - Correct the writing and oral answers and praise ability to speak at length without prompting.

III. CONTENT

1. Vocabulary

Wedding customs, courtship and marriage.

2. Grammar

Linking verbs, expressions with what(a)...!

IV. RESOURCES

Delta System's Intermediate ESL, Unit 8

V. TEACHER STRATEGIES

1. As a closing, have married students bring in photographs of their weddings to share with the rest of the class and talk about what their wedding. The students can ask questions and unmarried students can talk about when their parents/brothers/sisters married or how they would like to marry.

X. PROCEDURES FOR SPECIFIC TYPES OF INSTRUCTION

A. PROCEDURE FOR TEACHING VOCABULARY

1. Name each object several times until students can say them without prompting.

   "A circle.... a triangle.... a square.... a star.... a rectangle."

   Then, giving the visuals to different students, ask them to point: "Point to the circle.... point to the triangle.... point to the square," etc. (or "Which one is.....")

2. Ask yes/no questions: "Is this a circle?" (Yes) Is this a triangle?" (Yes) etc. "Is this a square?" (No) "Is this a star?" (No) etc. Then mixing them up. Yes - No.

3. One word answers: "Is this a circle or a square?" (A circle) "Is this a triangle or a star?" (A triangle) etc. (Variations - "Who has the circle - Maria or Ana?" (Maria), "Is the circle in front of the blackboard or next to the coffee pot?" (In front of the blackboard).

4. From phrase to complete sentence: "What is this?" "It's a circle." "What's this?" "It's a triangle," etc.

Points to Remember

1. Concentrate on only one thing at a time. If new words are introduced make sure the grammar is very easy, or that they already know it well. If grammar is introduced make sure the vocabulary has already been memorized. If you're teaching "You/I," never mix it with "He/She," until you're practicing all of the forms.

2. Always provide the answer the first time so the student knows what you want as an answer. At first you will have to provide all the answers for the beginners, then only help them, and finally they can (will) do it on their own.

3. The slow and shy students need prompting (starting the sentence or question for them), but try not to give them the entire answer.

B. PROCEDURE FOR TEACHING GRAMMAR

1. Name each object several times until students can say it without prompting. Then ask "Is this a circle or a triangle?" and insist that they answer "It's a circle." If they only say "circle" you say the complete sentence until they get the idea. If they don't get the idea, ask them (in English or in Spanish) "to say the whole thing."

2. Yes/no questions with long answers: "Is this a circle?" "Yes, it's a circle," etc. "Is this a square?" "No, it isn't (or it's not) a square." Go through all of the visuals first with yes, then with no, and then mix them up.

3. Yes/no questions with short answers: "Is this a circle?" "Yes, it is," etc. "Is this a square?" "No, it's not (it isn't)," etc.

4. Information questions: Ask "Is this a square?" (No, it isn't), "Is it a triangle?" (No, it isn't), "What is it?" the first time through each visual. Then continue with "What is it?" only.

Points to Remember

1. Concentrate on only one thing at a time. If new words are introduced make sure the grammar is very easy, or that they already know it well. If grammar is introduced make sure the vocabulary has already been memorized. If you're teaching "You/I," never mix it with "He/She," until you're practicing all of the forms.

2. Always provide the answer the first time so the student knows what you want as an answer. At first you will have to provide all the answers for the beginners, then only help them, and finally they can (will) do it on their own.

3. The slow and shy students need prompting (starting the sentence or question for them), but try not to give them the entire answer.

4. If the chain drill is not going to be done afterwards, each of the steps above should be followed by a short chain drill to make sure students know the question as well as the answer. See Procedure for Chain Drill, next page.